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ABSTRACT

South Carolina's master plan for improvement and advancement of its 33 public institutions of postsecondary education is presented. Areas examined are listed in topical order and include such areas as: recommendations, goals, governance, finances, academic programs, faculty, students, computers, and management systems. Twenty-five tables provide statistical information on enrollment, appropriations, educational comparisons, salaries, and building specifications. Appendices discuss several procedures and regulations used by the commission drawing up the master plan, as well as principles established for future implementation. Several conclusions were drawn, including: (1) the three universities should offer professional and graduate programs emphasizing research and public service, and undergraduate programs that should be open to students with above average potential; (2) the nine senior colleges should provide basic liberal arts and science programs and in some cases a limited range of professional and master's level graduate programs; and (3) the 21 two-year institutions should provide a wide range of occupational programs, and some should offer lower division college programs. Focus in other recommendations is on consistent admission policies, elimination of unnecessary programs, improving evaluation measures for future planning, and excellence in academic programs in all levels. (LC)

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ED183055

# South Carolina Master Plan for Higher Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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South Carolina Commission on Higher Education

Columbia

HE 012 288

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December 20, 1979

The Honorable Richard W. Riley
Governor of South Carolina
The Honorable Nancy Stevenson
President of the South Carolina Senate
The Honorable Rex L. Carter
Speaker of the South Carolina House
of Representatives
The State House, Columbia

Sirs and Madam:

It is my privilege, on behalf of the Commission on Higher Education, to transmit to you, and to members of the South Carolina General Assembly, copies of the Master Plan for Higher Education in South Carolina as approved by the Commission on December 6, 1979. As you know, the 1978 General Assembly restructured the Commission and mandated that it develop and submit a Master Plan for approval by the General Assembly.

A draft of the Master Plan was approved by the Commission in August, 1979, and was widely distributed for comment in September. All responses were carefully considered by the Commission and modifications were made in the draft where considered appropriate.

We commend this Master Plan to you and recommend that it be approved, pursuant to Act 410 of 1978, by the South Carolina General Assembly.

Respectfully yours,

Arthur M. Swanson
Chairman

cc: Members, South Carolina General Assembly
Members, South Carolina Commission
on Higher Education

# HIGHLIGHTS

- There are 33 public institutions of postsecondary education in South Carolina. To realize the maximum benefits from these institutions their missions and responsibilities must be clearly defined. Any variance from these missions and responsibilities must be considered, not only as it relates to that institution but as it relates to the missions and responsibilities of other institutions of postsecondary education, both public and private, and to this Master Plan. It is therefore recommended that the present system for postsecondary education continue and that all public institutions strictly adhere to their missions as defined.

The three universities should offer professional and graduate programs emphasizing research and public service, and undergraduate programs that should be open only to students with above average potential.

The nine senior colleges should provide basic liberal arts and science programs and in some cases a limited range of professional and master's level graduate programs. The senior colleges should be open only to those students who have demonstrated by ability and motivation a reasonable likelihood of success in college.

The 21 two-year institutions should provide a wide range of occupational programs, and some should offer lower division college programs. Students should be admitted to the two-year institutions under criteria less stringent than those at senior colleges and universities, with assistance offered to those who wish to improve their ability to perform satisfactorily in college-level courses.

- It is recommended that the admissions policies of the institutions be consistent with the present structure and the mission of each institution.

- It is recommended that unnecessary duplication of academic programs be eliminated. The Commission will begin an orderly review of all existing degree programs in all public institutions to assess the quality and the continued need for each. First to be reviewed will be all graduate degree programs in biological sciences, engineering, health professions, mathematics, and physical sciences. In reviewing all programs, the principal role of the Commission will be to reflect an objective viewpoint that is at least Statewide in scope. Each program will be judged on the basis of answers to the following questions: (1) What are the objectives of the program? (2) Does the State need the program and, if so, are there alternative means of accomplishing the objective? (3) Is the program compatible with the mission of the institution? (4) How much does the program cost and what priority should be given to it in funding? (5) Does the institution have all of the necessary resources to conduct a program of high quality and, if not, is there a plan for acquiring these essentials?

The Commission will continue its existing procedures of careful scrutiny of new programs to be implemented by public institutions and will apply these same questions to them.

- The Commission has taken steps to project future enrollments for each public institution so that trends can be recognized and anticipated. The period of rapid growth of enrollment experienced in the past decade is over in South Carolina as well as in the nation. Enrollment in all institutions in 1978 in the State stood at 128,000 and it is projected that these figures will increase to about 140,000 by the early eighties, to remain near that level through 1990. These projections, based on projections of the State's college age population and of high school graduates, are consistent with national and regional enrollment projections. The Commission's enrollment projections will be revised annually.

- It is recommended that the Medical University of South Carolina (Charleston) continue to develop as an academic health care center and as the major State resource for education, research, and public service in health-related areas; that the main emphasis of the University of South Carolina School of Medicine (Columbia) in postgraduate medical education be on the training of primary care physicians; that development of and participation in new programs at either medical school be coordinated carefully between the two; and that both medical schools prepare budget and staffing forecasts for the next ten years in order that appropriate decisions can be made concerning future funding.

- It is recommended that a formula method of allocation of funds be developed for medical and technical institutions. An Appropriation Formula for all other public institutions is already in use and has been modified to make its application even more equitable.

- It is recommended that, if the Commission is to be an effective coordinating agency for postsecondary education in South Carolina, the General Assembly require all institutions to submit all of their requests for funds, programs, and facilities initially to the Commission and that the General Assembly not act on any such requests until the Commission has submitted its recommendations.

- It is recommended that the benefits of postsecondary education not be denied because of social environment or economic status. Standards will not be lowered, but the goal will be pursued by extending special programs to those with the potential to meet standards

- The primary goal of postsecondary education is to provide the opportunity for learning beyond the secondary school level for all who need or seek it. The system must include an appropriate diversity of programs to meet a wide range of needs; it must emphasize the transfer of knowledge but be undergirded with a sense of responsibility for the development of moral, spiritual, and aesthetic values.

- The educational system must include sound programs to encourage excellence at all levels. Important opportunities and challenges now face postsecondary education and those entrusted with determining public policy in South Carolina. By virtue of geographic location, abundant natural resources and, more importantly, its human resources, the prospects are excellent for further developments in improving the economic and social well-being of the citizens of the State. The scope and quality of higher education programs and institutions in the State are major components necessary for those developments. Of particular importance in continuing development is an outstanding system of higher education, especially at the graduate and professional levels and in some areas of advancing technology.

- These opportunities and challenges make it mandatory that the State's system of postsecondary education be well planned in order to assure optimum use of the public's resources available for this purpose. No plan can succeed unless the public institutions adhere to their defined and authorized missions, and unless the citizens of the State, through their elected representatives, support the plan and the planning process.

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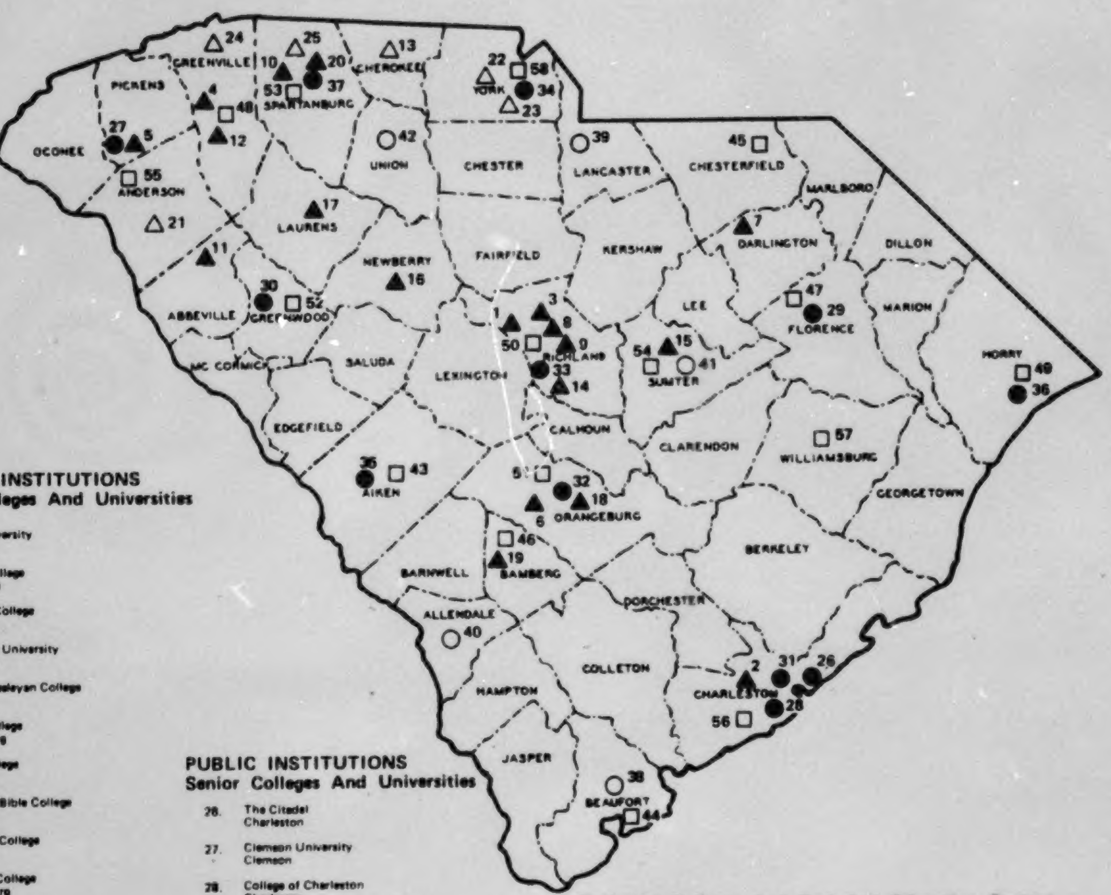
# SOUTH CAROLINA
# Colleges-Universities


PICKENS
GREENVILLE
SPARTANBURG
CHEROKEE
YORK
OCONEE
ANDERSON
UNION
CHESTER
LANCASTER
CHESTERFIELD
MARLBORO
LAURENS
NEWBERRY
FAIRFIELD
KERSHAW
DARLINGTON
DILLON
ABBEVILLE
GREENWOOD
LEE
FLORENCE
MARION
HORRY
MC CORMICK
SALUDA
LEXINGTON
RICHLAND
SUMTER
EDGEFIELD
CALHOUN
CLARENDON
WILLIAMSBURG
AIKEN
ORANGEBURG
GEORGETOWN
BARNWELL
BAMBERG
BERKELEY
ALLENDALE
DORCHESTER
COLLETON
HAMPTON
CHARLESTON
JASPER
BEAUFORT

## PRIVATE INSTITUTIONS
### Senior Colleges And Universities

1. Allen University
Columbia
2. Baptist College
Charleston
3. Benedict College
Columbia
4. Bob Jones University
Greenville
5. Central Wesleyan College
Central
6. Claflin College
Orangeburg
7 Coker College
Hartsville
8. Columbia Bible College
Columbia
9. Columbia College
Columbia
10 Converse College
Spartanburg
11. Erskine College
Due West
12. Furman University
Greenville
13. Limestone College
Gaffney
14. Lutheran Theological Southern Seminary
Columbia
15. Morris College
Sumter
16. Newberry College
Newberry
17. Presbyterian College
Clinton
18. Southern Methodist College
Orangeburg
19. Voorhees College
Denmark
20. Wofford College
Spartanburg

### Junior Colleges

21. Anderson College
Anderson
22. Clinton Junior College
Rock Hill
23. Friendship Junior College
Rock Hill
24. North Greenville College
Tigerville
25. Spartanburg Methodist College
Spartanburg

## PUBLIC INSTITUTIONS
### Senior Colleges And Universities

26. The Citadel
Charleston
27. Clemson University
Clemson
28. College of Charleston
Charleston
29. Francis Marion College
Florence
30. Lander College
Greenwood
31. Medical University of South Carolina
Charleston
32. South Carolina State College
Orangeburg
33. University of South Carolina
Columbia
34. Winthrop College
Rock Hill

### U.S.C. Four-Year Campuses

35. University of South Carolina at Aiken
Aiken
36. Coastal Carolina College of the University
Conway
37. University of South Carolina at Spartanburg
Spartanburg

### U.S.C. Two-Year Regional Campuses

38. Beaufort Regional Campus
Beaufort
39. Lancaster Regional Campus
Lancaster
40. Salkehatchie Regional Campus
Allendale
41. Sumter Regional Campus
Sumter
42. Union Regional Campus
Union

### Technical Colleges And Technical Education Centers

43. Aiken Technical College
Aiken
44. Beaufort Technical College
Beaufort
45. Chesterfield-Marlboro Technical College
Cheraw
46. Denmark Technical Education Center
Denmark
47. Florence-Darlington Technical College
Florence
48. Greenville Technical College
Greenville
49. Horry-Georgetown Technical College
Conway
50. Midlands Technical College
Columbia
51. Orangeburg-Calhoun Technical College
Orangeburg
52. Piedmont Technical College
Greenwood
53. Spartanburg Technical College
Spartanburg
54. Sumter Area Technical College
Sumter
55. Tri-County Technical College
Pendleton
56. Trident Technical College
Charleston
57. Williamsburg Technical College
Kingstree
58. York Technical College
Rock Hill

### LEGEND

| | | |
|---|---|---|
| ▲ | Private Senior College or University | 20 |
| △ | Private Junior College | 5 |
| ● | Public Senior College or University | 12 |
| ○ | Public Two-Year University Campus | 5 |
| □ | Public Technical College or Center | 16 |
| | TOTAL | 58 |

# I. INTRODUCTION

## LEGISLATIVE HISTORY

Act No. 410, approved by the Governor on March 6, 1978, restructured the South Carolina Commission on Higher Education and directed that immediately upon its reorganization it

> "...make a complete and thorough study of all public institutions of higher learning, including technical schools, their offerings, goals, and plans and upon completion write a master plan of public higher education...The master plan shall be presented to the General Assembly by the Commission within one year of the effective date of this act and shall take effect upon approval by the General Assembly, and shall be reviewed annually by the Commission for the purpose of making revisions to assure its continued validity..."

Act 410 is incorporated in the provisions of the South Carolina Code of Laws pertaining to the Commission on Higher Education, a copy of which is at Appendix A.

A Concurrent Resolution (H.4252) approved by the General Assembly on July 14, 1978, recognized that appointments of the members of the Commission provided for in Act No. 410 had not yet been made and stated that

> "it is the sense of the General Assembly that the Commission on Higher Education will be acting in good faith and as rapidly as feasible if the date of submission to the General Assembly of the required master plan is deferred until one year from the assumption of office by a majority of the Commissioners..."

The restructured Commission held its initial meeting on August 17, 1978, with a majority present, thereby establishing August 17, 1979, as the date for submission of a Master Plan. A draft of the Master Plan was completed by the Commission in August, 1979, and was submitted to the General Assembly in September, as an interim report, to provide the Commission time to solicit comments and suggestions before its submission in final form.

## DEVELOPING THE PLAN

This Master Plan replaces a planning document, Goals for Higher Education to 1980, published by the Commission on Higher Education in January, 1972. The Commission initiated studies in 1974 to update the 1972 Goals report to reflect the changing environment of postsecondary education and the need to produce a comprehensive plan to facilitate cooperation among the several segments which comprise the total system. As a result of that initiative a number of planning studies and reports were available to assist in the development of the Master Plan; these are identified in Appendix B.

In September, 1978, the Commission approved an approach to master planning that relied heavily on the work of 23 task forces organized by the Commission. Approximately 400 task force members from agencies, institutions, and the general public were directly involved. Task forces, including the responsibility and membership of each, are listed in Appendix C.

In January and February, 1979, members of the Commission conducted seven public hearings, at least one in each of the State's six Congressional Districts, to provide the opportunity for the public to express its views about postsecondary education. Each hearing was well publicized in advance and most were well attended. A summary report of each was prepared and distributed to all members of the Commission for consideration during the planning process.

Task force reports, received during Spring, 1979, were used by the Commission as the basis for the draft of the Master Plan completed in August. The draft was distributed in September to all members of the General Assembly, the presidents of all postsecondary educational institutions, representatives of the news media and others with an interest in postsecondary education. Copies also were placed in all public libraries and the public was advised of their availability. Readers were invited to submit written comments and suggestions by November 1. On December 6, the Commission reconsidered the draft in light of the comments received, made adjustments where appropriate, and approved this Master Plan for submission to the General Assembly for approval. A minority report was submitted by a member of the Commission, Mr. Arthur J. H. Clement, Jr., and is available for review at the office of the Commission. Copies of all task force reports, suggestions and comments received concerning the draft Master Plan, and staff recommendations are also on file at the office of the Commission, and are available for review by any interested person.

## CONSTRAINTS

The main constraint affecting the development of the Master Plan was that of time. The period between August, 1978, when the restructured Commission met for the first time, and August, 1979, when the draft was completed, did not provide sufficient time for the in-depth analysis and study that some subjects require. While this may appear to be a serious constraint, the Commission anticipates that the on-going planning process established in the plan will ultimately enable the Commission to meet the requirements. The Commission believes that the planning process is of primary importance, and recognizes that planning must be a continuing function.

Inflation has a profound effect on postsecondary education as it is a labor-intensive activity with a work force composed to a large degree of highly trained personnel. Approximately two-thirds of the budget for postsecondary education is for personal services. If future financing is not sufficient to offset its effects, inflation will become a severe constraint on achieving the goals set forth in this document.

## II. RECOMMENDATIONS AND PROJECTED COMMISSION ACTIONS

Specific recommendations are listed below in the sequence in which they appear in the text. Projected actions of the Commission on Higher Education discussed in the text are also listed in sequence. Page(s) on which referenced matters appear are shown in parentheses as an aid to readers who wish to refer to the full discussion.

### RECOMMENDATIONS

### COORDINATION AND GOVERNANCE OF POSTSECONDARY EDUCATION

1. Legislation should be enacted to provide for the equitable representation of women and minorities on all governing boards of the public postsecondary institutions (p. 39).

2. The General Assembly should require all public institutions to submit all of their requests for funds, programs and facilities initially to the Commission and the General Assembly should not act on any such requests until the Commission has submitted its recommendations (p. 40).

### INSTITUTIONAL AND SECTOR MISSIONS

3. Clemson University should continue to maintain the State's primary programs at the baccalaureate level and above in agriculture, architecture, city and regional planning, building construction and management, agricultural education, industrial education, textiles, forestry, bioengineering, ceramic engineering, environmental engineering, and recreation and park administration (pp. 45-49, 89).

4. Clemson University should continue to focus its principal efforts, particularly at the post-baccalaureate level, in the above areas and in the sciences and technologies, keeping in mind the need for strong supporting programs in the liberal arts, social sciences, and humanities areas (pp. 45-49, 89).

5. The State should continue to look to Clemson University and to USC-Columbia as major sources of skilled manpower, research and public service, particularly in those areas where each is already the sole provider of this training and these services (p. 88).

6. The Medical University should continue to develop as an academic health care center, so that it may continue to serve as the major state resource for educational programs, research, and public service in health-related areas; and the development of new specialty training programs, residency programs, and biomedical research programs should be coordinated with the School of Medicine at USC-Columbia (pp. 49-53, 89).

7. USC-Columbia should continue to place its major emphasis and resources on the improvement of its graduate and professional programs in business, law, education, and the liberal arts and sciences (pp. 54-57, 89).

8. USC-Columbia School of Medicine should place major emphasis on the training of primary care physicians; and participation in specialty training programs, graduate biomedical degree programs, residency programs, and biomedical research programs should be coordinated with corresponding programs at the Medical University (pp. 54-57, 89).

9. The College of Charleston should continue to place major emphasis on its undergraduate programs of instruction, adjusting these as necessary to meet the needs of the State and the region (pp. 57-59, 90).

10. The College of Charleston should maintain its current offerings at the master's level, operated jointly with other institutions, and further development of post-baccalaureate programs should be coordinated with other institutions in the Charleston Consortium (pp. 57-59, 90).

11. The College of Charleston, Francis Marion College, and Lander College should retain their primary emphasis on the commuting student (p. 90).

12. Francis Marion College should continue to place its major emphasis on

undergraduate programs of instruction, adjusting these as necessary to the needs of the State and region (pp. 60-62, 90).

13. Francis Marion College should limit development of new master's degree programs in the foreseeable future to those specifically designed to meet needs of employed professionals in the area for continuing education (pp. 60-62, 90).

14. Lander College should continue to place major emphasis on its undergraduate programs of instruction, adjusting these as necessary to the needs of the State and the region (pp. 62-63, 90).

15. S. C. State College should continue to place major emphasis on its undergraduate programs of instruction, adjusting these as necessary to the needs of the State and the region (pp. 64-66, 90).

16. S. C. State College should maintain its authorized graduate programs, with possible expansion in selected areas to meet the needs of educational, social services, health, and business personnel (pp. 64-66, 90-91).

17. The Citadel should continue to place major emphasis on its undergraduate programs of instruction, adjusting these as necessary to the needs of the State and the region (pp. 66-69, 91).

18. Further development of post-baccalaureate programs at The Citadel should be carried out in conjunction with the Charleston Consortium and other State colleges and universities, providing programs jointly where feasible and desirable (pp. 66-69, 91).

19. Winthrop College should continue to place its primary emphasis on meeting the needs of the State and its region, with prime focus on adjusting undergraduate offerings to meet those needs as appropriate (pp. 69-72, 91).

20. Winthrop College continue its authorized programs at the master's level to meet State and regional needs (pp. 69-72, 91).

21. USC-Aiken, USC-Coastal Carolina, and USC-Spartanburg should continue to serve as commuter colleges (i.e., without dormitories) with undergraduate programs designed specifically to serve the needs of residents of their own and surrounding counties (pp. 72-76, 91).

22. No locally based graduate programs or courses should be authorized for USC-Aiken, USC-Coastal Carolina, or USC-Spartanburg (pp. 72-76, 91).

23. The two-year campuses of USC should continue as commuter institutions with no provision for college-owned housing for students (pp. 76-79, 91).

24. The institutions under the State Board of Technical and Comprehensive Education (SBTCE) should continue to place major emphasis on technical and vocational programs, up to and including the associate degree, to serve the needs of potential students within commuting distance of each and to provide skilled manpower at these levels for continued economic development of the State (pp. 79-85, 91-92).

25. The public two-year institutions should remain two-year institutions and not offer upper division or graduate instruction (p. 92).

## FINANCES

26. The budgetary requirements of the Budget and Control Board, the General Assembly and the Commission on Higher Education should be reconciled to enable the public colleges and universities and the State Board for Technical and Comprehensive Education to prepare appropriate requests using one format and one comprehensive set of instructions (p. 103).

27. The detail now required in the Budget and Control Board's line-item budgets should be sharply reduced (p. 103).

28. The Budget and Control Board and the Commission on Higher Education should agree each year on basic budget allocations and guidelines for the institutions of higher learning (p. 103).

29. The General Assembly should include appropriate provisions in the annual General Appropriation Act to adjust appropriations based on actual enrollments (p. 103).

30. The State Auditor's Office should reinstitute the practice of verifying computation of full time equivalent (FTE) student enrollments (p.103).

31. The budget provisions of the S. C. Code pertaining to the Commission should be amended as follows:

a. in Section 59-103-35, the provision dealing with federal grants, which is inapplicable, should be deleted;

b. in Subparagraph (3), Section 59-103-35, the word "and" should be corrected to "in" so as to read "shift in categories of persons served," and "capital improvements," as a category of operating expenditures to be prioritized, should be deleted; and

c. in Section 59-103-35, the requirement that the Commission's recommendations concerning SBTCE budgets should be confined to "college parallel, transferable and associate degree programs" should be re-considered. This limitation is impractical because students in such programs are usually intermingled with students in other programs (p. 104).

32. The institutional governing boards should exercise moderation with respect to future fee increases so that South Carolina fees will be at or near the Southern Regional Education Board (SREB) regional average (p. 104).

33. South Carolina faculty salaries should be maintained at or near the SREB regional average (p. 114).

34. The Commission, the public colleges and universities, and the State Board for Technical and Comprehensive Education should intensify their efforts to develop uniform procedures for the determination of program costs (p. 114).

35. All applications for support from federal or other sources submitted by postsecondary educational institutions which require approval of the Budget and Control Board should be referred to the Commission for review and comment to the Board. Failure to respond in the time allocated by the Board will be deemed as approval by the Commission (p. 115).

## FACILITIES

36. Each public institution should:

  a. in requesting approval for permanent improvement projects, consider the priorities listed on page 124;

  b. develop and maintain a preventive maintenance plan consistent with procedures adopted by the National Association of College and University Business Officers (NACUBO); and

  c. utilize funds budgeted for maintenance for that purpose and not divert them to other operating expenses (p. 122).

37. The S. C. Code of Laws should be amended to require that all requests for approval of permanent improvements from public postsecondary institutions which require the approval of the Budget and Control Board, including the leasing of space for residential or other uses, be submitted initially to the Commission for its review and transmittal to the Board with appropriate recommendations (p. 122).

## ACADEMIC PROGRAMS

38. There should be organized a Statewide conference bringing together representatives of industry, agriculture, commerce, government, and education for the purpose of developing postsecondary education's role in plans for the economic and social development of South Carolina (p. 126).

39. All public institutions should place increased emphasis on providing guidance in the choice of appropriate postsecondary educational programs for career development (p. 127).

40. All public institutions should continue or begin the use of systems for validating and certifying educational experiences outside the normal pattern (for example, credit by examination)(p. 127).

41. Public institutions should cooperate in initiating and maintaining opportunities for students to participate in the study of other languages and cultures (p. 127).

42. The Commission and the State Board of Education should develop a coordinated effort to enhance the use of advanced placement programs in high schools (p. 127).

43. Public institutions should develop honors programs for exceptionally well-qualified undergraduates (p. 128).

44. All institutions located in reasonable proximity should seek formal ways of sharing of academic programs, staff, and facilities (p. 128).

## HEALTH AND MEDICAL EDUCATION

45. The Division of Research and Statistical Service's Office of Cooperative Health Statistics should be encouraged to expand and further refine the South Carolina health care delivery manpower data base and the Statewide hospital discharge data system (p. 136).

46. Both schools of medicine (at MUSC and USC) should be encouraged to consider the selection of students predisposed to serving in rural and urban shortage areas, with the understanding that this should in no way lower existing academic standards or reduce existing admissions criteria (p. 138).

47. Planning for health and medical education at USC should be coordinated with planning at MUSC (p. 143).

48. By September 1, 1980, the two universities should prepare budget and staffing forecasts for their schools of medicine for the next ten years (p. 143).

49. A Statewide counseling/guidance service should be established to communicate health career opportunities to students in their early through final high school years as well as at the college level (p. 148).

50. Special instruction in health education should be provided to future teachers and special workshops should be made available to employed teachers (p. 151).

51. The USC College of Health should explore the Health Grant University concept that would extrapolate the extension services of Land Grant universities and Sea Grant universities through the placement of health educators throughout the State who would relate directly to the citizens in their daily lives (p. 151).

52. Concurrent with role redefinition presently underway within the nursing profession, criteria should be developed that will facilitate the objective evaluation of the need for nurses in practice (p. 157).

53. Consideration should be given to the need for legislation to provide incentive scholarships for nursing education students in order to commit graduates to service in shortage areas (p. 157).

54. The State Board of Nursing for South Carolina should develop methods that will assure that nurses now licensed will remain qualified to practice in their profession under any new regulations that might be adopted (p. 158).

55. Geographical areas with gross shortages of specific allied health practitioners (traditional and non-traditional), as identified by Health Systems Agencies and other appropriate organizations, should receive top priority for incentive scholarships to be awarded to students selected carefully with respect to factors conductive to their serving in said areas (e.g., rural, small town, inner city) (p. 160).

56. Consideration should be given to the need for legislation to provide incentive scholarships for allied health students in order to commit graduates to service in shortage areas (p. 160).

57. Special attention should be given to the recruitment of well-prepared full-time and clinical faculty in all allied health educational programs in the State (p. 160).

58. Regional educational cooperation between states, especially those with contiguous borders, should be explored and, if possible, adopted as policy in those cases involving small, highly specialized, and high cost allied health training (p. 161).

59. Policies and procedures should be developed to coordinate the placement of students in clinical settings on a Statewide basis (p. 161).

60. The institutions, particularly those conducting advanced graduate programs in the life sciences, should recognize that continued progress in biomedical research is directly proportionate to the quantity and quality of young investigators and students (p. 169).

## FACULTY

61. A faculty workload survey should be carried out within the technical education system (p. 176).

62. The Budget and Control Board should impose no rigid classification system for faculty members and research staff with faculty appointments at public institutions (p. 177).

63. Each public postsecondary educational institution in the State should increase its efforts to recruit, for faculty, staff, and administrative positions (1) women, and (2) persons in a racial minority on that campus (p. 177).

## STUDENTS

64. Clemson University and USC-Columbia should continue to apply higher freshman admissions criteria than are employed at the senior colleges (p. 197).

65. All public colleges and universities should use higher freshman admissions criteria for out-of-State applicants than for applicants who are South Carolina residents, but specific limitations on the number of out-of-State students should be avoided (p. 197).

66. Each public postsecondary institution in South Carolina should increase its efforts to recruit students who are in a racial minority on that campus (p. 197).

67. South Carolina high schools, singly or with others, should offer all courses appropriate to the College Entrance Examination Board's Advanced Placement Program so that all students who could benefit from and would choose to take such courses would have access to them (p. 197).

68. All public postsecondary institutions should subscribe formally to the Advanced Placement Program and allow full credit for courses passed by high school students with acceptable grades (p. 197).

69. All public postsecondary institutions should adopt and publicize policies of admitting as regular freshmen, with the mutual consent of high school officials and college officials in individual cases, students who by the end of the eleventh grade have passed with appropriate grades the high school courses required for admission to the postsecondary institutions and who also have met other entrance requirements employed by the postsecondary institutions (p. 198).

70. All public postsecondary institutions should not only make regular freshman courses readily available to local twelfth-grade students on a "special student" basis but should also publicize the availability of such courses and give full credit for grades earned in those courses upon the regular admission of the students or, on official transcripts, upon the transfer of the students to any other accredited postsecondary institution (p. 198).

71. All postsecondary institutions, public and non-public, should annually provide to the Commission information on opportunities in postsecondary education in South Carolina for wide dissimination (p. 198).

72. All postsecondary institutions, public and non-public, should participate fully in the reporting services of the College Entrance Examination Board or the American College Testing Program. Such services could provide institutions and authorized agencies consistent, in-depth, and meaningful information on students at all stages in the admissions process at the institutions (p. 198).

73. Transfer policies should be explained in catalogs and related documents and should be applied in a consistent manner (p. 200).

74. Institutions from which students transfer should:

   a. assure high quality course content and instruction in both traditional and non-traditional educational pro-

   b. assure that records of nontraditional educational programs (particularly experiential learning) are explained fully in catalogs or accompanied by sufficient data to permit the receiving institutions to make an accurate evaluation of course equivalency; and

c. provide curriculum placement and counseling services to students and not expect general acceptance of a large random collection of elective courses (p. 200).

75. Institutions to which students transfer should:

a. evaluate transcripts in a consistent manner within the institution, by coordination of departmental evaluations or the consolidation of transcript evaluations within one administrative unit;

b. assure that records of non-traditional educational experiences are not rejected solely on the basis on their non-traditional nature; and

c. recognize the general education value of courses which may be included on a transcript but which may not be in the curriculum of the receiving institution, and award suitable elective credit (pp. 200-201).

76. Students at receiving institutions should not be required to duplicate course material already generally covered in courses at sending institutions. In cases where courses are clearly not equivalent but overlap, competency examinations should be available to facilitate transferability (p. 201).

77. All institutions should be encouraged to adopt the use of the College Level Examination Program (CLEP) Subject Examinations. Credits should be awarded for scores at or above the average score made by "C" students in the national norms for the Subject Examinations (p. 201).

78. Courses designed for credit at the baccalaureate degree level and offered by an appropriately accredited institution should be accepted for transfer credit regardless of whether the receiving institution offers concentrations in the subject matter of those courses (p. 201).

79. Postsecondary institutions, in order to facilitate transfer where appropriate and to minimize false expectations on the part of students, should limit their course offerings to those appropriate to the program, mission, and purpose for which the institution is accredited (pp. 201-202).

80. Each transfer student should receive a written and signed statement from the receiving institution after application and prior to enrollment indicating which courses will apply toward graduation in the intended program (p. 202).

81. Faculty in institutions in proximity should work together in developing objectives for similar courses to minimize unnecessary differences and maximize the potential for coordination, cross registration, and student transfer (p. 202).

82. The role of the Commission in financial aid should be expanded by legislation to include the administration of any newly created State financial aid programs and the coordination of all existing financial aid programs, and to require the channeling of annual budget requests for all State financial aid programs through the Commission (p. 203).

83. The South Carolina Higher Education Tuition Grants Program should be continued, retaining its current purpose, and direct responsibility for administration of the program should be continued with the present Higher Education Tuition Grants Committee (p. 203).

84. The South Carolina Guaranteed Student Loan Program should be continued, retaining its current purpose and form but expanding loan eligibility to include South Carolina residents in degree programs in accredited, in-State proprietary institutions. The administration of the program by

the existing South Carolina Student Loan Corporation under contract to the existing State Higher Education Assistance Authority should be continued (p.203).

85. Eligibility in the federal State Student Incentive Grant (SSIG) Program should be expanded to include students attending postsecondary institutions and students in degree programs in accredited degree-granting proprietary institutions in the State. To comply with the federal mandate in the 1976 Amendments to the Higher Education Act of 1965, all awards should be made on the basis of demonstrated need, with priority after renewals being given to students with greatest need regardless of the type (public or private) of institution being attended (pp. 203-204).

86. The Commission should be designated by the Governor as the SSIG administrative agency in the State, replacing the Tuition Grants Committee for that purpose (p. 204).

87. A separate State appropriation should be made for the purpose of matching federal funds in SSIG awards to all recipients, regardless of the type of eligible institution attended (p. 204).

88. Legislation should be enacted establishing the South Carolina Student Employment Program, a State program to be administered by the Commission under the umbrella of the federal College Work Study Program, to provide employment (primarily summer employment) to qualified students in attendance at, or between terms at, accredited, degree-granting institutions in the State, and at non-accredited institutions approved for teacher certification by the State Department of Education (p. 204).

89. Legislation should be enacted establishing the Honors Scholarship Program of South Carolina to be administered by the Commission, to provide scholarships without consideration of financial need and based

solely upon academic merit, to selected outstanding South Carolina students to encourage them to pursue their postsecondary educational degree goals at eligible public, non-public, and accredited degree-granting proprietary institutions in the State (pp. 204-205).

90. Statutory authority for the State Grants Program should be enacted, not only continuing the program in its present purpose and form but also continuing its administration by the Commission (p. 205).

91. Funding for the State Grants Program and for the proposed Honors Scholarship Program should be provided as shown on page 205.

92. The South Carolina Defense Scholarship Fund should be discontinued by act of the General Assembly to eliminate the unnecessary duplication of effort required by that program. All public postsecondary institutions should request through the regular appropriation procedure any matching funds needed for participation in the National Direct Student Loan (NDSL) Program (p. 205).

93. All possible means to collect student loans should be utilized, including the reporting of defaulters to credit bureaus with, as a final step, resort to legal action (p. 205).

94. Provisions should be made for the financial needs of graduate and professional students in South Carolina (p. 205).

95. Emphasis should be placed upon the improvement of guidance and counseling services throughout the educational system, criteria for qualifications of postsecondary counselors should be established, and funding should be made available to pay student services personnel on a par with comparable personnel in other administrative areas (p. 208).

## LIBRARIES

96. USC-Columbia should continue its efforts to improve its national ranking in recognition of its stature as a major academic research library in the State (p. 213).

97. Clemson University should continue to support a strong library program in those areas (e.g., general undergraduate education, architecture, the pure and applied sciences, and engineering) which undergird the principal mission of the institution (p. 214).

98. The library at the Medical University of South Carolina should continue as the State's major library resource for the health sciences, and the acquisitions program of the library of the USC School of Medicine and of MUSC should be coordinated in order to ensure a strong biomedical communications network in the State (p. 214).

99. USC-Aiken and USC-Coastal Carolina should increase library holdings so as to reach at least a letter grade of "C" by ALA Standards by 1982 (p. 216).

100. All public senior colleges and universities should provide professional staff, suitably augmented in each case by non-professional staff and student employees, sufficient to furnish needed services to students and faculty, and to other clients as appropriate (p. 216).

101. The public two-year institutions should establish immediate goals to maintain strong basic collections to support curricular offerings, and to increase serial subscriptions (p. 219).

## MANAGEMENT INFORMATION SYSTEM AND COMPUTERS

102. All institutions should produce timely and accurate CHE and/or Higher Education General Information Survey (HEGIS) reports to assure the availability of adequate and reliable State-wide data (p. 222).

103. All institutions should computerize reports in order to improve accuracy and reduce administrative staff involvement (p.223).

104. The three major computer centers at Clemson, the Medical University, and USC-Columbia should maintain the most up-to-date hardware and software available that will provide the most economical computing support to the network (p.224).

105. An advisory body from the private colleges should be established to encourage cooperative computing activities within the non-public sector, and liaison should be established between it and the Computer Advisory Committee of the Commission on Higher Education (p. 224).

## PROJECTED COMMISSION ACTIONS

### GOALS FOR POSTSECONDARY EDUCATION

1. The Commission on Higher Education will annually report on progress in moving toward the approved goals for higher education, and will appoint an advisory group of distinguished citizens to assist in this assessment (p. 33).

### COORDINATION AND GOVERNANCE OF POSTSECONDARY EDUCATION

2. The Commission will study the coordination and governance of postsecondary education in South Carolina and submit recommendations for changes, if any, to the General Assembly (p. 40).

### INSTITUTIONAL AND SECTOR MISSIONS

3. The Commission on Higher Education will undertake studies in specified locations to determine whether or not apparent duplication of missions between two-year institutions and senior institutions should continue. Duplication of institutional missions must be avoided or eliminated where not required to meet the needs of the State (p. 88).

## FINANCES

4. The Commission will study the application of the Appropriation Formula to the medical and technical institutions, and will assist all institutions in uniformly calculating and reporting program costs (pp. 103, 114-115).

5. The Commission will review the current situation wherein the institutions under the State Board for Technical and Comprehensive Education are the only public postsecondary educational institutions supported in part from local taxes and, if appropriate, will submit recommendations to the General Assembly (p. 115).

## FACILITIES

6. The Commission reaffirms its position that State appropriations for the public institutions should be sufficient to enable those institutions to use current tuition income for financing capital improvements rather than for current operating expenses (p. 119).

7. The Commission reaffirms its position that revenue producing facilities, such as student dormitories, facilities for intercollegiate athletics, student dining rooms, and parking garages should be constructed and operated from the revenue derived from the facilities (p. 119).

8. The Commission reaffirms it position that all maintenance (including preventive and back-log) should be funded with operating funds. However, "catch-up" funding may be required in some instances (p. 119).

9. The Commission in its evaluation of requests for capital improvements will:

   a. utilize a standard "Grid Evaluation of Basic Facilities" as a reference;

   b. consider the feasibility of leasing facilities for occasional or periodic activities;

c. consider the feasibility of contracts with non-public institutions and joint use of facilities as an alternate to new facilities;

d. work toward bringing all facilities up to at least a "Satisfactory" standard as defined in the Commission's Building Quality Evaluation Procedures Manual; and

e. utilize the "Revised Procedures for Submission of Permanent Improvement Plans and Funding Capital Projects" (pp. 119, 122).

10. The Commission will seek funds to employ consultants to conduct a survey of the condition of existing facilities at the public institutions to assist in determining the need for renovation and remodeling. The Commission will also seek funds to employ consultants to assist in evaluating complex, expensive, and sophisticated capital needs, such as those of schools of medicine (p. 122).

11. The Commission will establish a facilities advisory group, including representatives from the institutions, to develop:

a. space and utilization standards;

b. criteria for determining need for space; and

c. guidelines for use by the institutions in preparing energy conservation plans (p. 122).

## ACADEMIC PROGRAMS

12. The Commission will undertake an orderly review of existing degree programs in all public institutions to assess the quality and the continued need for each. First to be reviewed will be all graduate degree programs in biological sciences, engineering, health professions, mathematics,

and physical sciences. The Commission will continue its existing procedures for careful scrutiny of all new programs proposed to be implemented by public institutions (pp. 128-129).

13. Following this sequence, the Commission will begin a cycle of program reviews by major field for all degree programs at the baccalaureate level and higher. Three to five major fields of study will be reviewed each year with the cycle repeated approximately at five year intervals. Beginning in 1979-80, the Commission will annually review all programs leading to the associate degree, following policy and procedures adopted for this purpose by the State Board for Technical and Comprehensive Education (p. 129).

14. In reviewing all programs, whether existing or proposed, the principal role of the Commission is to reflect an objective viewpoint that is at least Statewide in scope. The Commission seeks for each programs objective answers to these five questions:

a. What are the objectives of the program?

b. Does the State need the program and, if so, are there alternative means of accomplishing the objective?

c. Is the program compatible with the mission of the institution?

d. How much does the program cost, and what priority should be given it in funding?

e. Does the institution have all the necessary resources to conduct a program of high quality and, if not, is there a plan for acquiring these essentials (p. 125).

15. The Commission accepts the responsibility for leadership in program development and, where need for a particular program is identified, will invite institutions to submit proposals to meet that need (p. 126).

16. The Commission, to encourage the use of non-traditional approaches to academic programming and instructional methodology, will seek funding to provide a program of grants for instructional improvement (p. 127).

17. The Commission will seek the cooperation of the State Board of Education in a coordinated effort to increase the use of advanced placement programs in high schools (p. 127).

18. The Commission will refine its projections of future enrollments to take into account such factors as the increased enrollment of degree-credit students on a part-time basis (pp. 129-130).

19. The Commission endorses the distinction that currently exists between State-funded courses offered for credit and courses or activities offered without credit for which no State funding is provided, and will maintain this distinction in its formula budget recommendations (p. 130).

20. The Commission will monitor off-campus courses to assure that those offered by each institution are consistent with its approved mission (p. 132).

## HEALTH AND MEDICAL EDUCATION

21. The Commission will continuously review the undergraduate enrollment of medical students to ensure that the capacity of the two South Carolina medical schools is maintained at a desirable level (p. 140).

22. The Commission will make every effort to ensure that its budget recommendations are adequate to preserve and enhance quality health and medical education programs at MUSC and USC, and that the two medical schools avoid unnecessary duplication, coordinate their efforts, and complement each other in program development ( p. 140).

23. The Commission will initiate an assessment of the need for nurses with the doctorate and for a doctoral nursing education program in South Carolina (p. 145).

24. The Commission, through its Task Force on Medical Doctor Education, will appoint panels of medical specialty experts to assist and study requirements for various educational programs and submit recommendations for requisite training in specific medical specialties, and will use the resulting information in refining criteria used in assessing the need for new educational programs (p. 156).

25. The Commission in updating the Master Plan in 1980 will include a plan, to be developed in coordination with the State Board of Nursing for South Carolina, for nursing education and licensure addressed to the health care needs of the State (p. 158).

26. The Commission will appoint a biomedical research advisory group to recommend:

a. priorities for biomedical research and the necessary resources;
b. methods to promote interinstitutional cooperation in biomedical research;
c. mechanisms for the effective transfer of information from the biomedical community to the public, to elicit greater awareness and support; and
d. other steps that the State may take to develop a biomedical research base with the necessary breadth and support (p. 169).

27. The Commission will recognize the importance of seed money to support biomedical and other research in submitting its recommendations to the Budget and Control Board and to the General Assembly (p. 169).

28. The Commission will review and evaluate educational strategies designed to assure the continuing competence of health professionals, such as programs in continuing education, content and effectiveness of audio-visual and television programs, and others (p. 171).

## FACULTY

29. The Commission will study the extent to which reliance is placed by public institutions on the use of part-time faculty (p. 176).

30. The Commission will study whether faculty members should be required to continue to participate in the State Retirement System or be given the option to participate in the retirement system operated by the Teachers Insurance and Annuity Association (TIAA) (p. 177).

## STUDENTS

31. The Commission will periodically collect, from all public institutions, information on a uniform basis about the age distribution of enrolled students and county of origin of resident students in order to make enrollment projections for each institution. These data and some possible refinements in methodologies will improve future projections which the Commission will publish at least biennially (p.191).

32. The Commission will study whether or not a policy limiting enrollments at public institutions should be adopted (p. 191).

33. The Commission annually will widely disseminate information on

opportunities in postsecondary education in South Carolina collected from all postsecondary institutions, public and non-public (p. 198).

34. The Commission, to improve student transfer policies and processes in South Carolina, will:

a. establish an advisory committee to study and recommend basic core curricula for lower division transfer programs in specific majors;

b. initiate a study of the feasibility of all institutions awarding credit in a manner which can easily be converted to semester hours;

c. initiate a study to determine whether students with appropriate scores on the College Level Examination Program (CLEP) General Examination should be awarded credit toward completion of their freshman year in college; and

d. initiate a statewide study to ascertain the success of transfer to and from institutions of higher education within the State, with emphasis on the degree of success encountered by transfers from two-year to four-year institutions and the areas of study in which relatively high or low levels of success are attained (pp. 199-200).

35. The Commission will determine the amount of unmet financial need of graduate and professional students who are State residents, and will submit recommendations concerning appropriate State action (p. 205).

36. The Commission will sponsor a Statewide student occupational study involving all publicly supported institutions as a minimum, to determine the success of graduates of particular academic and technical programs in finding employment, in or out of the areas in which they received training (pp. 208-209).

## LIBRARIES

37. The Commission will establish a permanent Advisory Committee on libraries:

a. to promote communication among academic libraries and between academic and other libraries;

b. to assist institutions in developing coordinated acquisitions policies to prevent unnecessary duplication;

c. to investigate sources of funding for interlibrary cooperative ventures separate and in addition to other library appropriations;

d. to advise the Commission, either voluntarily or on request, on related matters which come before it;

e. to study the feasibility of joint operation of academic libraries where the parent institutions are located in proximity; and

f. to review the impact of student use on public libraries and to determine appropriate recommendations on such use (p. 212).

## MANAGEMENT INFORMATION SYSTEM AND COMPUTERS

38. The Commission will continue to maintain liaison with the Department of Health, Education and Welfare on statistical reporting (p. 223).

39. The Commission will maintain an inventory of administrative computing systems available in South Carolina postsecondary educational institutions to which all institutions will have access. It will also investigate computerized data bases in other states and at the national level that might be accessible to institutions in South Carolina (p. 224).

## ANNUAL PLANNING CYCLE

40. The Commission will annually update this Master Plan (p. 227).

41. The Commission will appoint permanent advisory groups to review aspects of the planning process and the Master Plan, and to formulate recommendations for the next annual revision (p. 228).

42. The Commission will continually monitor progress in implementing this Master Plan (p. 229).

## III. GOALS FOR POSTSECONDARY EDUCATION

### GOALS

Evaluation of the adequacy of postsecondary education in South Carolina must occur on the basis of the goals to be achieved. In essence, postsecondary education exists to provide opportunities for individuals to develop their intellectual capacities more effectively and to meet the needs of society for educated and trained personnel.

More explicitly, the institutions of postsecondary education were created to meet the needs of the people of South Carolina, and are sustained for the direct purpose of providing the programs and services that respond to the requirements of South Carolinians. Postsecondary education is dedicated to fulfilling the hopes and aspirations of the citizens of the State and to that end seeks to achieve the following goals.

1. To provide the opportunity for learning beyond the secondary school level for all who need or seek it. The system must include an appropriate diversity of programs to meet a wide range of needs; it must emphasize the transfer of knowledge but be undergirded with a sense of responsibility for the development of moral, spriritual, and aesthetic values. The objective of learning is the development of essential knowledge, skills, attitudes, and values necessary to live effectively in a democratic society.

2. To reduce the socio-economic barriers to postsecondary education. The achievement of this goal will ensure that the benefits of postsecondary training are not denied because of social environment or economic status. Standards will not be lowered, but the goal will be pursued by extending special programs to those with the potential to meet standards.

3. To assure the most effective and efficient use of all resources. The achievement of this goal will require the definition of educational roles, missions, scope, and priorities; the definition and attempted elimination of unnecessary duplication; and the pursuit of external funding sources.

4. To improve the quality of postsecondary education. This goal seeks achievement of the best possible postsecondary educational programs in South Carolina. The quality of educational programs involves the quality of students, faculty, administration, facilities, and other resources. Since a high proportion of State dollars is spent for postsecondary education there is a trust between taxpayers and the providers of postsecondary education. Each sector and institution within the State, both individually and collectively, is expected to achieve as high a degree of quality as possible in carrying out its mission.

5. To encourage research activity within postsecondary education. Research is an essential element in baccalaureate and post-baccalaureate education. The spirit of inquiry and creativity is vital to maintaining the intellectual health and vigor of South Carolina. In fulfilling their educational missions institutions should develop the creative environment to encourage the discovery and expression of new ideas.

6. To make better use of the resources of postsecondary education in public service. In building the capability to carry out their primary missions, the institutions have acquired a high level of expertise in a wide variety of fields which should be available to benefit the State.

7. To achieve and sustain among the citizens of the State an appreciation for the accomplishments of postsecondary education and an understanding of its commitment to improving the quality of life. The viability of postsecondary education depends directly on public support which is neither inevitable nor constant. A sense of pride among South Carolinians in their system of postsecondary education must be developed and maintained. The graduates of public and

non-public institutions should be encouraged to pursue their life's work within South Carolina to contribute toward improving the quality of life for all its citizens.

8. To preserve a strong non-public sector of postsecondary education, recognizing the vital contribution made by the State's independent institutions. The objective is to assure optimum use of the resources of the independent institutions and to assist them in carrying out their missions more effectively.

9. To work cooperatively with all segments of education in the State. The objective of all those engaged in education must be directed toward the enhancement of the learning process. This entails the establishment of cooperative working relationships conducive to the improvement and development of the many avenues for advancement through education.

## ASSESSMENT OF PROGRESS IN MEETING GOALS

The Commission on Higher Education will annually report on progress in moving toward the approved goals for higher education. The progress report will also include appropriate indices whereby the impact of inflation may be considered when assessing factors expressed in dollars. The assessment will address the total postsecondary structure in South Carolina, unless clearly not applicable. To assist with this assessment, the Commission will appoint an advisory group of distinguished citizens, none of whom have an active association with postsecondary education. Criteria measuring progress may include the following and such other factors as the Commission may develop.

1. Providing the opportunity for learning beyond the secondary school level for all who need or seek it.

    A. Number and types of postsecondary institutions.
    B. Programs initiated and discontinued.
    C. Distance of institutions from potential students.
    D. Costs to students.

- E. Financial aid programs.
- F. Programs to inform citizens about postsecondary educational opportunities.
- G. Admissions requirements.
- H. Transfer and articulation; mobility of students among institutions.
- I. Enrollment trends by age group and sector.
- J. Percent of high school graduates entering postsecondary education.
- K. Ratio of in-State to out-of-State students.
- L. Educational level of population.

2. Reducing the socio-economic barriers to postsecondary education.

- A. Trends in enrollment of historically disadvantaged groups.
- B. Financial aid programs.
- C. Costs to students.
- D. Distance of institutions from potential students.
- E. Programs to inform disadvantaged groups about postsecondary educational opportunities.
- F. Pre-college orientation programs.
- G. Counseling and career planning programs in postsecondary institutions.
- H. Remedial programs.
- I. Rates of retention of disadvantaged groups.

3. Assuring the most effective and efficient use of all resources.

- A. Costs per student.
- B. Allocation of expenditures among major cost areas.
- C. Financial statistical comparisons.
- D. Employee census.
- E. Facility utilization.
- F. Administrative structures; financial and management systems.
- G. Retention rates.
- H. Cooperative arrangements among institutions.

4. Improving the quality of postsecondary education.

- A. Library holdings.
- B. Faculty salaries, credentials, and workload; support for faculty development.
- C. Rate or frequency of course exemption, advanced standing, and special achievements among entering students.
- D. Success of graduates in promptly securing relevant employment, professional opportunities, or admission to graduate schools.
- E. Survey of employers on quality of graduates.
- F. Survey of graduates on post-graduation experiences.
- G. Endowment and gift funds.
- H. Adequacy of physical plant.
- I. Other evidence the institution may submit such as scores on selected standardized tests which indicate exceptional performance.

5. Encouraging research within postsecondary education.
   - A. Number and dollar value of externally funded proposals.
   - B. Categories of research and creative projects.
   - C. Amount of institutionally funded research and creative activity.
   - D. Institutional recognition for research and creative activity.
   - E. Restraints on externally funded activity.

6. Making better use of the resources of postsecondary education in public service.
   - A. Non-credit courses, workshops, seminars, etc., by group served, and number of participants.
   - B. Formal consulting and advising projects by group served.
   - C. Internships in public service.
   - D. Educational resources provided for others.

7. Achieving and sustaining among the citizens of the State an appreciation for the accomplishments of postsecondary education and its commitment to improving the quality of life.
   - A. Assessment of public hearings held by Commission.
   - B. Public information programs of the Commission and the institutions.
   - C. Analysis of press coverage.
   - D. Policy studies and research directed toward influencing the public sector.
   - E. Community service programs.
   - F. Analysis of earning related to education.
   - G. Retention of graduates in the State.
   - H. Health of the population.

8. Preserving a strong non-public sector of postsecondary education.
   - A. Enrollment trends in non-public sector.
   - B. Tuition Grants Program and other programs.
   - C. Coordination of educational resources.

9. Cooperation among all segments of education.
   - A. Formal arrangements.
   - B. Workshops and seminars.
   - C. Formal consulting and advising.

# IV. COORDINATION AND GOVERNANCE OF POSTSECONDARY EDUCATION

## STATE LEVEL COORDINATION AND GOVERNANCE NATIONALLY

One of the most significant trends in education since World War II has been the creation of state level agencies dealing with postsecondary education. Historically, the governance of public colleges and universities had been at the institutional level with the state legislatures assuming responsibility for coordination. As institutions, enrollments, and demand for state-appropriated funds grew, however, the problems of coordination intensified. Voluntary coordination by the institutions proved to be unsatisfactory. Legislatures began to establish state level agencies to assist them, particularly in allocating resources.

By 1979, all of the 50 states except Delaware, Wyoming, and Vermont had created state level agencies dealing with postsecondary education. Twenty-eight including South Carolina have coordinating boards.* Nineteen have governing boards.**

These agencies vary widely in responsibilities, structure, and staffing since each has been created to meet the particular needs of a specific state. All have responsibility to varying degrees for comprehensive statewide planning including identifying the roles and missions of the public institutions. Most review and approve or disapprove all new programs proposed by the institutions and periodically review the need to continue existing programs. All make studies and collect and disseminate information about postsecondary education.

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* Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, New York, Ohio, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Virginia, and Washington.

** Arizona, Florida, Georgia, Hawaii, Idaho, Iowa, Kansas, Maine, Mississippi, Montana, Nevada, North Carolina, North Dakota, Pennsylvania, Rhode Island, South Dakota, Utah, West Virginia, and Wisconsin.

The critical difference between state level governing and coordinating bodies is in authority over financial matters directly related to the institutions. State level governing boards have significant control over the revenues and expenditures of the public institutions; state level coordinating bodies have little or none. The typical statewide governing board receives an appropriation from the legislature and in turn allocates funds to the institutions. The typical state level coordinating agency submits recommendations, but beyond this it usually plays no significant role in the allocation of appropriations which are made to the institutions by the legislature. The tuition and fees paid by students are normally established by governing boards while the authority of coordinating agencies, if any, is limited to establishing guidelines for tuition and fees. Expenditures for permanent improvements are controlled by the governing agency; the coordinating agency is usually limited to submitting recommendations.

The differences between state level governing and coordinating bodies tend to be reduced when the state legislature works closely with the state level coordinating agency and relies on it for objective, statewide recommendations. The role of the coordinating agency, and its value to a state, is directly related to its acceptance by the legislature. The individual institutions should not be expected to have a statewide perspective or to consider objectively matters of public policy directly affecting them.

## COORDINATION AND GOVERNANCE IN SOUTH CAROLINA

The South Carolina Commission on Higher Education was created by the General Assembly in 1967 as the agency of State Government specializing in postsecondary education. The Commission studies, plans, and recommends to accomplish its purpose. It is a coordinating body which must rely primarily on persuasion to gain cooperation and support. It has authority only in the area of programs, and recognizes and respects the responsibilities for governing the institutions which have been placed on the eight institutional governing boards: single institution boards that govern Clemson University, the University of South Carolina, the Medical University, South Carolina State College, The Citadel, and Winthrop College; the State College Board that governs the College of Charleston, Francis Marion College, and Lander College; and the State Board for Technical and Comprehensive Education that governs the technical education institutions. These boards were created by the General Assembly and, while the statutes creating them vary in form and content, it was the intent of the General Assembly to place full responsibility on the boards for the proper operation of the institutions and to invest in them authority to carry out this responsiblity. The Commission has sought no weakening of authority of the governing boards, but on the contrary believes that one of its primary missions is to reinforce their role by serving as a stimulus for actions which assist and strengthen them.

The Commission notes that the members of the eight governing boards are predominately white males. It is recommended that legislation be enacted to provide for the equitable representation of women and minorities on all governing boards of the public postsecondary institutions.

The central focus provided by the Commission on Higher Education is essential if the State is to develop maximum opportunity for postsecondary education in the most efficient manner. Without a central focus the total effort will be fragmented, unnecessarily redundant, and uneconomical. In 1978, the General Assembly restructured the Commission, removing the chairmen of the eight governing boards, and creating an eighteen member body representing the general public. No member of the Commission may be an employee or member of a governing body of a public or private postsecondary institution.

In South Carolina, there are 33 public institutions of postsecondary education. To realize the maximum benefits from these institutions, any variance from the defined mission and responsibilities of each must be considered as they relate to the missions and responsibilities of the other institutions, both public and private, and to this Master Plan.

The Commission believes the present system of coordination has not been fully effective. A major reason that the Commission has not been able to achieve more effective coordination is that public institutions in some instances, in violation of established procedures, present requests directly to the General Assembly for funds or authorization. The General Assembly has acted on many of these requests without seeking an opinion from the Commission as to their overall impact on postsecondary education. This action has the effect of encouraging public institutions to bypass the Commission and seriously jeopardizes the Commission's ability to carry out its legislatively mandated function.

The Commission recognizes and respects the authority of the General Assembly to make the final decision, but recommends that members of the General Assembly require public institutions to submit all requests initially to the Commission and that the General Assembly not act on such requests until the Commission has given its written approval or disapproval of the requests, stating its reasons and the impact of the request on the Master Plan.

The Commission believes that for the immediate future it should continue as a coordinating agency without substantial change in its legislative mandate. It is the intent of the Commission to study further during 1980 the governance and coordination of postsecondary education in South Carolina and submit recommendations for changes, if any, to the General Assembly by August, 1980.

## INTERINSTITUTIONAL COOPERATION

Voluntary interinstitutional cooperation, to provide more effective and efficient programs and services than any one institution may be able to offer alone, is actively encouraged by the Commission. Such cooperative efforts may be organized on the basis of geography, including the member institutions in a given area of the State, or may be organized on the basis of subject matter, in which case the members may be located throughout the State.

An example of the localized type is the Charleston Higher Education Consortium. This Consortium was organized by the Commission in 1969, following legislative authorization given in that year. The Charleston Consortium now has as members four public institutions (the Medical University of South Carolina, the College of Charleston, The Citadel, and Trident Technical College), an independent institution (Baptist College at Charleston), and the Marine Research Institute of the State Department of Wildlife and Marine Resources. The purpose of the Consortium is to coordinate all the relevant activities of its members. There has been developed, for example, a student cross-registration system making it easier for students registered at one institution to avail themselves of specialized courses offered by another member institution. Two cooperative degree programs at the master's level, one in marine biology and another in special education, have been developed. The Consortium has sponsored lectures and artistic and social functions beyond the financial means of any of the institutions individually. Interinstitutional sharing of library resources has been simplified and expanded.

Several examples of specialized cooperative efforts between and among institutions, organized around specific subjects or services, are in place. These include the South Carolina Sea Grant Consortium (whose members are The Citadel, the College of Charleston, Clemson University, the Medical University of South Carolina, South Carolina State College, and the University of South Carolina), the purpose of which is to develop and manage the federally sponsored Sea Grant program for the State. University Affiliated Facilities is a joint effort of the University of South Carolina and Winthrop College, working with a number of other institutions, to provide diagnostic and remedial services to those persons who are developmentally disabled. The Small Business Development Center provides consultative and support services for businesses within the State through a cooperative agreement with the University of South Carolina and South Carolina State College and Winthrop College.

# V. INSTITUTIONAL AND SECTOR MISSIONS

## OVERVIEW

There are 58 institutions of higher education in South Carolina -- 33 public and 25 private. Expansion of institutions and services has been especially marked in the public sector during the past decade.

Beginning with the founding of the University of South Carolina in 1801, the State system of higher education grew modestly for the next century. By 1924, the State system included six institutions -- one university, a medical school, and four colleges, all of which served distinct purposes. Those six institutions have evolved into three universities and three colleges: the University of South Carolina, Clemson University, the Medical University of South Carolina, The Citadel, South Carolina State College, and Winthrop College. Although enrollments in these institutions grew, and programs were adapted to changing needs of society, no new public institutions or systems were created for the next several decades. In the early 1960's the number of institutions in the public sector began to increase, first with the establishment of two-year regional campuses of the University of South Carolina. A system of two-year technical education centers was begun in 1962, and now consists of 16 institutions offering programs up to and including the associate degree in a variety of fields.

Beginning in 1970, six new four-year colleges have been added to the system. The College of Charleston (1970) and Lander College (1973) became public institutions, and Francis Marion College (1970) grew out of a two-year branch of the University of South Carolina. Three U.S.C. branches have become four-year institutions -- Coastal Carolina (1975), Spartanburg (1975), and Aiken (1976).

The private sector of higher education has also remained vigorous throughout this period. In 1970 the State authorized a substantial program of grant assistance to residents attending independent colleges within the State. In addition, South Carolinians may avail themselves of other postsecondary opportunities made available by a number of proprietary institutions.

The Commission on Higher Education, the State agency charged with the responsibility for coordinating and planning in higher education, was created in 1967.

The number and variety of institutions in the State require its current and future role in higher education be planned with care. These circumstances also demand that each institution and each segment be assigned a carefully defined mission in order to assure that the needs and aspirations of the State and its citizens can be met with a minimum of duplication and with optimum efficiency. This requires that each institution carry out its assigned mission within the context of a system of sister institutions, each respecting the capabilities and the missions of all other partners in the enterprise.

Stated in broadest terms, the mission of any university is to provide undergraduate teaching, graduate instruction and research, and programs of public service. All three public universities in South Carolina define their missions in these terms. Within these general guidelines, each university will continue to focus its primary resources on specific missions, guided at least in part by history and tradition.

The public senior colleges offer a reasonable spectrum of undergraduate degree programs, as appropriate for the State and for the geographic area served by each. All but one of the six State colleges also offer some graduate programs at the master's degree level, primarily to serve continuing education needs of teachers and employees of local business and industry. Three senior college campuses of the University of south Carolina offer programs through the baccalaureate degree level.

The principal mission of the 16 two-year technical institutions is to provide training through the associate degree in a variety of programs for immediate job entry or for upgrading skills of those already employed. The five two-year campuses of U.S.C. focus on providing the first two years of general education adaptable to most baccalaureate degree programs, but currently provide some occupationally oriented programs as well.

Specific statements of mission for each of these institutions follow.

## PUBLIC UNIVERSITIES

### CLEMSON UNIVERSITY

### Background

Clemson University was founded in 1889 when the General Assembly accepted the terms of the will of Thomas Green Clemson, conveying land and other property to the State for that purpose. The institution opened its doors in 1893 as Clemson Agricultural College, a Land Grant institution, and has evolved to its present mission as a University emphasizing the sciences and technology. In addition to the usual land-grant responsibilities of Agricultural Research and Cooperative Extension, Clemson University administers the State's Division of Regulatory and Public Service and Livestock-Poultry Health programs that in other states are handled by separate governmental agencies.

Enrollment in the University was initially limited to men; women were admitted as residential students for the first time in 1955. The Graduate School was formally organized in 1957, although post-baccalaureate programs had been offered in a few selected areas of study for some years prior to that time.

In accordance with the conditions set forth in the will of Thomas Green Clemson and the Act of Acceptance by the General Assembly, Clemson University is governed by a Board of Trustees consisting of 13 members. Of these, six are elected by the General Assembly and seven are life members who elect their own successors.

For the purpose of carrying out its roles in instruction, research, and public service, Clemson is currently organized into nine colleges: Agricultural

Sciences, Architecture, Education, Engineering, Forest and Recreation Resources, Industrial Management and Textile Science, Liberal Arts, Nursing, and Sciences.

## Academic Programs

Programs leading to baccalaureate and master's degrees are offered through all of the nine Colleges. Doctoral programs are currently authorized in 24 specialties in the Colleges of Agricultural Sciences, Engineering, Industrial Management and Textile Science, and Sciences.

Clemson offers numerous degree programs not offered elsewhere in the State, including the following: agriculture, city and regional planning, building construction and management, agricultural education, industrial education, textiles, forestry, wood utilization, bioengineering, ceramic engineering, environmental engineering, and recreation and park administration.

Degree programs through the doctorate in the physical and biological sciences and in mathematics provide the foundations of basic knowledge required in all other technological fields of study. Selected programs in the humanities, in letters, and in the arts are currently authorized.

The number of new degree programs required at Clemson is not expected to increase significantly in the foreseeable future. The University is currently planning the addition of new programs at the bachelor's and master's levels in computer science and computer engineering, and is exploring the feasibility of new programs at the doctoral level in vocational and technical education and in nursing.

## Research and Public Service

Research is an indispensable part of most post-baccalaureate education, and Clemson provides research opportunities in all the fields in which graduate instruction is offered. Major emphasis is placed on the sciences and technology. In keeping with its land-grant role, Clemson's research and graduate programs concentrate on activities that support the economic growth and development of the State and the improvement of the quality of life of its citizens. Faculty consulting and advisory activities are important to State industry and as back-up support to State Government agencies.

Clemson is designated as the Land Grant university to serve South Carolina under the terms of the Morrill Act of 1862, and the University is assigned the responsibility for the S. C. Agricultural Experiment Station under the provisions of the Hatch Act of 1887, as well as for the operation of the Cooperative Extension Service authorized by the Smith-Lever Act of 1914. Agricultural research is conducted not only on campus but through six branch Experiment Stations. The Cooperative Extension Service, no longer limited solely to agriculture, seeks practical applications of developing technology to the production, distribution, and marketing of products and services.

Clemson has long been assigned by the General Assembly the responsibility to administer numerous regulatory functions. These programs are administered through the Division of Regulatory and Public Service Programs and the Livestock-Poultry Health Division.

The Division of Regulatory and Public Service Programs is comprised of the Plant Pest Regulatory Service, the Department of Seed Certification, the Department of Fertilizer Inspection and Analysis, and a portion of the activities of the Department of Agricultural Chemical Services. This division has the responsibility of assuring consumers that fertilizers, pesticides, and seeds meet the standards to produce marketable and profitable crops and also has the responsibility to require that various quarantines and rules and regulations promulgated for protection from certain insects, weeds, and plant diseases are adequately and impartially enforced.

The mission of the Livestock-Poultry Health Division is to control and eradicate certain infectious and contagious diseases of livestock in South Carolina, to supervise and inspect animals moving through livestock auction markets, to promulgate animal import regulations to protect against the introduction of new diseases, and to supervise the proper inspection of meat and poultry.

Currently, every College of the University offers continuing education programs, many off campus and not all for degree credit, with the largest enrollments occurring in the Colleges of Agricultural Sciences, Engineering, Industrial Management and Textile Science, and Nursing.

## Students

By policy of the Board of Trustees, Clemson limits its enrollment of full-time students on the campus to approximately 10,000. Including all registrants for degree credit, on and off campus, total enrollment in Fall, 1978, was about 11,300. Of this number, undergraduate students comprised about 80%, a proportion that is not expected to change significantly. Blacks comprised 1.7% of the total enrollment. The undergraduate student body is predominantly residential and full-time. Admissions requirements include a combination of class rank and aptitude test scores sufficient to indicate satisfactory progress toward the desired degree at Clemson.

## Special Considerations

Clemson's role as the major land-grant university in the State greatly increases its public services activities and responsibilities as a postsecondary institution.

In a spirit of cooperation with the State's other postsecondary institutions, Clemson conducts activities, both by formal agreement and informally, with a majority of the State's other universities and colleges, including the University of South Carolina, The Citadel, S. C. State College, Winthrop College, the Medical University of South Carolina, and the technical colleges. In addition, Furman University and Clemson University jointly administer, in Greenville, a program leading to the Master of Business Administration degree, to meet the needs of that area for such training. This unusual venture constitutes the only known instance wherein an earned degree is awarded by two universities, one public and one independent.

## MEDICAL UNIVERSITY OF SOUTH CAROLINA

### Background

The Medical College of South Carolina was founded in 1824, as a private institution, by the Medical Society of South Carolina. Instruction was for some years limited to medicine and, although enrollment was initially limited to men, women medical students were admitted as early as 1895. In 1913, the State assumed operational responsibility for the College as an important part of its system of higher education. At first slowly, and in recent years more rapidly, other health-related fields of study have been added to that of medicine. The College of Pharmacy admitted its first class in 1881 and has been in continuous service since 1894. The nursing program, begun in 1882, was organized into the College of Nursing offering a baccalaureate degree in 1965. The Graduate School was organized in 1965, although graduate programs in several of the biomedical sciences had been offered since 1948. The College of Allied Health Sciences and the College of Dental Medicine were both established in 1966. In recognition of its emerging status as an academic health center, the name of the institution was formally changed in 1969 to the Medical University of South Carolina.

As a comprehensive academic health center, the Medical University is charged with the mission of providing for the education of proficient and sensitive health care professionals and biomedical scientists; of providing a referral hospital and clinics for the exemplary diagnosis and treatment of disease; of providing a research environment conducive to the advancement of knowledge as well as to encourage new responses to health care needs; of providing appropriate activities in continuing education throughout the State for all health care professionals; and of serving as the principal educational resource in health-related matters for other institutions, practicing health professionals, and the general public. The Medical University is the State's only academic health center providing a full range of programs in the biomedical sciences.

## Academic Programs

Through the College of Medicine, the Medical University offers the M. D. degree. Postgraduate certification for medical residents is currently authorized in the following specialties: anesthesiology, family practice, internal medicine, neurology, neurosurgery, obstetrics-gynecology, ophthalmology, orthopedic surgery, psychiatry, radiology, surgery, thoracic surgery, and urology. A total of 351 residencies is provided annually in Charleston area hospitals. The College of Medicine coordinates an additional 236 residencies for postgraduate training in cooperating hospitals in Anderson, Columbia, Greenville, and Spartanburg. Expansion of residency training to cooperating hospitals in Florence and in Greenwood is planned. The Medical University expects to continue to place strong emphasis on the preparation of primary care physicians.

A program leading to the D.M.D. degree is offered through the College of Dental Medicine. Postgraduate certification is currently authorized in these specialties: general dentistry, oral surgery, periodontics, and prosthodontics. The Medical University expects that in the future greater emphasis will be placed on providing clinical training for dentists in Columbia and other community settings.

Programs leading to the B.S. in pharmacy and to the Pharm.D. degree are offered through the College of Pharmacy. Both require entering students to have completed a prescribed course of postsecondary education elsewhere, generally available in most junior or senior colleges of arts and sciences. Three years of additional specialized study are required to complete the B.S. degree and four to complete the Pharm.D.

An undergraduate program leading to the B.S. in nursing and a graduate program leading to the M.S. in nursing are offered through the College of Nursing. A certificate program, open only to qualified registered nurses, is offered in nurse midwifery. The Medical University is exploring the feasibility of a new program leading to the Doctor of Nursing Science degree.

The College of Allied Health Sciences offers advanced certificate training in the areas of anesthesia for nurses and physician's assistants. The College jointly sponsors with Trident Technical College eight allied health lower division options leading to and including the associate degree as offered by the technical college and a clinical certificate offered by the College of Allied Health Sciences. The College provides undergraduate training in nine upper division allied health specialty disciplines leading to baccalaureate degrees in cytotechnology, dental hygiene, extracorporeal circulation technology, medical record administration, medical technology, occupational therapy, physical therapy, radiologic technology, and respiratory therapy. The College of Allied Health Sciences offers graduate education leading to the Master in Health Sciences degree. All allied health programs accept students who have completed their general education in the liberal arts and sciences at other institutions in preparation for entry into the various health curricula.

## Research and Public Service

The College of Graduate Studies is authorized to offer programs leading to the M.S. and to the Ph.D. in anatomy, biochemistry, biometry, immunology and microbiology, pathology, pharmacology, and physiology; and leading to the Ph.D. in molecular and cellular biology and pathobiology. The Medical University expects to place greater emphasis on the availability of post-doctoral study in these fields in the future.

As a comprehensive academic health center, the Medical University's research and public service efforts are necessarily comprehensive and are supported by more than $10 million annually in non-State funds. The multi-faceted research program undergirds the University's role as a major focal point within the State for the acquisition and application of new knowledge to the diagnosis, treatment, prevention, and eradication of disease, as well as contributing to the education of future health care specialists.

As a principal facility of the Medical University, the University Hospital provides a suitable environment to meet the training needs of the University and its students and, in doing so, also provides critical care services for 20,000 inpatients annually. Included within the Hospital are specialized treatment clinics, which served almost 200,000 outpatient visits in 1978, and a complex of clinical laboratories where more than three million patient test results are obtained each year for practitioners, hospitals, and governmental agencies. The excellent forensic pathology service and the burn service exemplify the University's role as a Statewide referral resource.

## Students

Enrollment in the Medical University in Fall, 1978, totalled more than 2,100 students, not including the 374 postdoctoral residents in dentistry and medicine. Of these, 660 were enrolled in the College of Medicine. Medical students are predominantly recent college graduates, although some older students are usually admitted with each class of 165. In Fall, 1978, virtually all medical students were residents of the State, about 20% were women and 4% were black.

The composition of the dental student cohort was roughly the same, except that the size of the group, limited currently to 55 students per class, was substantially smaller and only about one-tenth were women. Blacks comprised 4% of the total.

The total enrollment included slightly more than 200 students in the College of Pharmacy. Three-fourths of these were residents of the State, nearly one-third were women, and 4% were black.

Students of nursing, at both baccalaureate and master's levels, totalled about 350. More than 90% were residents of the State and over 98% were women. Blacks comprised 3% of the total.

The College of Allied Health Sciences enrolled slightly more than 500 students in its baccalaureate degree and certificate programs in 1978. About 80% of these were women, nine out of ten were residents of the State, and 8% were black.

Of the total enrollment at the Medical University, about 110 students were enrolled within the College of Graduate Studies. One-third of these were women and 1% were black.

## Special Considerations

The Medical University's teaching, research, and service roles are Statewide in scope and employ a variety of cooperative affiliations throughout the State. The federally assisted Area Health Education Centers program enables more than 50 South Carolina hospitals to participate in such functions as undergraduate medical education, advancement programs for minorities and the disadvantaged, and continuing and in-service education for health professionals in the communities surrounding each center.

A newly authorized program enables the Medical University and Winthrop College to provide, at Winthrop, a baccalaureate degree program for registered nurses in the Rock Hill area.

The Medical University is a member of the Charleston Higher Education Consortium and participates with fellow members to provide new opportunities in biomedical, social, and marine sciences while increasing its community service programs.

## UNIVERSITY OF SOUTH CAROLINA

### Background

Chartered in 1801 as South Carolina College, the University of South Carolina was given its present name and function in 1906. A Graduate School was organized in that year. The School of Law was opened in 1884 and professional schools of business, education, engineering, and other professions were added subsequently. The newest professional school, the School of Medicine, admitted its first students in 1977.

Beginning in 1957, the University developed a series of two-year campuses at Florence (1957), Beaufort and Lancaster (1959), Conway (1960), Aiken (1961), Allendale and Union (1965), and Spartanburg (1967), and assumed operation of a two-year campus in Sumter (1973) which had been established seven years earlier by Clemson University. The Center at Florence became Francis Marion College in 1970. Three centers -- at Aiken (1976), and at Conway and Spartanburg (1975) -- have become four-year campuses, and the remaining five continue as two-year campuses. A university undergraduate student has access to baccalaureate degree programs on any one of four campuses and to associate degree programs on all nine.

The University of South Carolina-Columbia is organized into 17 colleges and schools: Business Administration, Criminal Justice, Education, Engineering, General Studies, Health, Humanities and Social Sciences, Journalism, Law, Librarianship, Medicine, Nursing, Pharmacy, Science and Mathematics, Social Work, and the Graduate School.

### Academic Programs

USC-Columbia offers a comprehensive array of baccalaureate degree programs covering most traditional fields of academic study, including a variety of professional areas. At the graduate level there is also a wide range of programs including the State's most comprehensive business school, and the only professional programs of law, librarianship, and public health in the State. Doctoral programs are well developed with one or more being offered in most traditional disciplines. USC-Columbia currently provides the only doctoral training in the State in business, education, English, geology, psychology, economics, political science, international relations, and marine science.

The initiation of new programs in the future will be carefully controlled. Most new programs will be interdisciplinary in nature, anticipating the needs of the State and the region and meeting those needs as they develop.

In addition to baccalaureate and graduate programs, USC-Columbia offers, through its College of General Studies, certain occupationally oriented courses leading to the associate degree, in a variety of skills ranging from typing to child care.

## Research and Public Service

The University maintains active research programs of high quality in all areas in which the doctorate is offered. Particular strengths are to be noted in chemistry, geology, business administration, English, engineering, computer science, and the arts. The achievements of academic and scientific research at USC-Columbia can not be measured in service to the State alone. The quality and strength of ongoing research programs benefit South Carolina and the world, and the latter repays the State with increased confidence, investment, and industry.

In order to meet its commitment to public service activities, the University maintains a number of bureaus and institutes to bring to bear University resources, as appropriate, on specific problems of private industry and local and State government. Examples are the Bureau of Government Research and Service and the Bureau of Business and Economic Research.

USC-Columbia administers a Graduate Regional Studies Program, providing continuing education courses throughout the State, particularly for teachers and school administrators.

## Students

Enrollment at USC-Columbia in Fall, 1978, including those students enrolled through Columbia-based programs such as Graduate Regional Studies, exceeded 24,800. About 22,000 of these were in attendance at the Columbia campus and of this total 11% were black. Two-thirds of the total were undergraduate students, 85% of whom were enrolled for full-time study. Men outnumbered women by about 10% within this group. The percentage of undergraduate students in each age group over 30 has doubled in the last five years. This represents a valuable outreach on the part of the University, enabling mature citizens to update professional skills and to enrich their lives. Of post-baccalaureate students, 34% were enrolled for full-time study. In this group, women outnumber men by a significant margin, particularly among those enrolled for part-time study. The age distribution of graduate students has remained fairly constant, while the number of graduate and first professional students has increased by 12% in the past five years.

The Columbia campus has devised effective methods to provide appropriate opportunities for students of varying abilities. South Carolina College, a special program for gifted students, provides a learning environment of special significance to the State. For those students with academic problems, the University provides special counseling and guidance.

## Special Considerations

Interdisciplinary studies facilitate the emergence of secondary disciplines, expedite interdepartmental and cross-college research and teaching, provide new and significant areas of concentration for students, and exploit the educational resources of the University as well as those of outside agencies. The University supports interdisciplinary cooperation and the establishment of a limited number of interdisciplinary degree programs on the Columbia campus.

The University engages in a number of cooperative programs with other public institutions in the State. Examples are the University Affiliated Facilities program with Winthrop College, and cooperation with the Medical University of South Carolina in biomedical research.

Recognizing the increasing interdependence among nations, the University seeks to heighten the sensitivity of its students to world concerns and to incorporate a global perspective in its programs. Inadequacies in one part of the world are no longer matters of indifference to other societies. USC-Columbia is committed to an opening of its curricula to international considerations by supporting the establishment of relations with foreign universities in order to facilitate the exchange of scholars, joint research projects, broadened opportunities for faculty professional development, and study-abroad programs.

## PUBLIC SENIOR COLLEGES

### COLLEGE OF CHARLESTON

#### Background

The College of Charleston was founded in 1770 as an independent institution. By 1826, the City of Charleston had begun a regular program of support for the College, joined in 1918 by Charleston County. In that same year, women were first admitted. The College reverted to independent status in 1949. In 1970, in part because of study and a positive recommendation by the Commission on Higher Education, the College was added to the State system as a four-year publicly supported institution, under the governance of the State College Board of Trustees.

#### Academic Programs

The College of Charleston offers a comprehensive set of baccalaureate degree programs, with majors in most disciplines in the humanities and the natural and social sciences, and with professional programs in education, business, and urban affairs. Language arts remains an area of emphasis. Because of the College's close relationship with the Medical University of South Carolina, specialized professional programs in pre-medicine and in pre-dentistry have been emphasized.

Master's degree programs at the College are operated jointly with other institutions. In cooperation with fellow members of the Charleston Higher Education Consortium, the College offers master's programs in marine biology and in special education. By joint agreement with the University of South Carolina-Columbia, an option in Urban Affairs in a program leading to the Master of Public Administration degree is authorized. In addition, the M.Ed. with concentration in elementary or early childhood education is offered.

Further program development at the College will be modest. The College is exploring the need for a baccalaureate degree program in the computer science area, and a master's degree program in fine arts.

## Research and Public Service

As an institution with major emphasis on its undergraduate programs, and offering master's level programs principally of the professional type, the College does not engage in extensive programs of organized research. Research activities on the part of individual faculty members, as appropriate, are encouraged.

The College maintains a Center for Urban Affairs, as an adjunct to undergraduate and master's level programs, and provides by this means research and public service activities beneficial to local governments. Workshops, seminars, and cultural activities are offered as part of the College's program of continuing education.

## Students

The College of Charleston has completed a period of rapid growth that began in 1970. In Fall, 1978, 5,164 students enrolled, of which about 5% were graduate students and 5% were black. Approximately 70% of the undergraduates were full-time and nearly 60% were women. By Fall, 1980, 1,130 students will be housed in permanent college-owned facilities.

### Special Considerations

The mission of the College of Charleston is closely entwined with the history of the City of Charleston. The historical, cultural, and architectural resources of Charleston add to the potential of the College of Charleston as an urban institution.

The College is a member of the Charleston Higher Education Consortium, an organization created by the Commission on Higher Education in 1970 and now a separately chartered entity managed by the members themselves. The objective of the Consortium remains that of sharing resources of the public and independent institutions in the Charleston area to provide enhanced services to citizens of the Low Country in a cost-effective manner.

The College of Charleston has entered into cooperative arrangements with the Medical University of South Carolina in the fields of biometry and chemistry. Students may enter graduate programs at the Medical University in these fields after three years of prescribed study at the College and are awarded baccalaureate degrees by the College on receipt of the master's degree from the Medical University.

Plans are being made to initiate an honors program for the encouragement and stimulation of the gifted undergraduate student at the College of Charleston.

## FRANCIS MARION COLLEGE

### Background

Francis Marion College began operation in 1970 as a new four-year public institution, in part as a result of study and a positive recommendation on the part of the Commission on Higher Education. From 1957, Florence had been the site of a two-year regional campus of the University of South Carolina.

Upon achieving senior college status, the College came under the jurisdiction of the State College Board of Trustees.

### Academic Programs

Francis Marion College, since its beginning as a senior college, has developed a limited array of programs leading to the baccalaureate degree, with majors in selected disciplines in the humanities and the natural and social sciences, and with programs in business and education. At the graduate level, a limited number of programs in elementary education and a program in applied psychology are in operation. These graduate programs are designed to meet the needs of the commuting area which cannot be met more efficiently by other means.

To serve this commuting area a new program leading to the Master of Business Administration degree has been proposed by Francis Marion College. The College is also considering the initiation of a baccalaureate degree in nursing, either through cooperative arrangements with the Medical University of S.C., or by means of an articulation agreement with the associate degree program in nursing at Florence-Darlington Technical College.

Francis Marion also offers the Associate in Arts degree to students completing the first two years of the curriculum leading to any of the baccalaureate degrees which are offered.

## Research and Public Service

As an institution with the major mission of an undergraduate college, offering master's level programs of the professional type primarily for in-service and continuing education needs, Francis Marion College does not engage in extensive programs of organized research. Limited research activities on the part of individual faculty members, as appropriate, are encouraged.

A Center for Economic Development in the Pee Dee has been authorized, principally to provide a focal point for bringing resources of the College to bear on business and industrial development of the Pee Dee area. Continuing education activities such as cultural events, workshops, and symposia, open to citizens of the region, are another facet of the public service activities of the College.

## Students

Enrollment at Francis Marion College grew rapidly following 1970, and in Fall, 1978, reached approximately 2,700 students. This figure included nearly 500 graduate students, almost all in the field of education. Of the 2,200 undergraduate students, about 75% were enrolled for full-time study, with roughly equal proportions of men and women. Blacks made up 15% of the total enrollment.

One college-owned unit to house 480 resident students has been approved; occupancy is expected by 1980.

## Special Considerations

Francis Marion College serves as an educational and cultural resource for the Florence-Marion-Darlington-Dillon area. Workshops, symposia, and a variety of cultural activities of interest to this area are offered regularly. Few other such resources are available in the region.

Francis Marion has entered into a number of agreements with other institutions to serve the needs of its immediate area. Students holding an associate degree in any of three specific engineering technologies may enter Francis Marion in pursuit of a baccalaureate degree in engineering technology, but the College offers no instruction in engineering technology. Students seeking specified majors in some disciplines for which there is relatively little student demand may elect to complete the fourth year of study at the University of South Carolina-Columbia, with the appropriate degree being awarded by Francis Marion College. A similar arrangement is provided for students finding it necessary to complete the fourth year at other accredited institutions.

## LANDER COLLEGE

### Background

Lander College was founded in 1872 as Williamston Female College. It was moved to Greenwood in 1904, where it continued as a college for women under the auspices of the Methodist Church until 1948. In that year, control of the College passed to the Lander College Foundation, and it became a coeducational institution. From 1951 until 1973, the College received a modest amount of tax support from Greenwood County. The College became a State college in 1973 and is governed by the State College Board of Trustees.

### Academic Programs

The College provides a range of programs at the baccalaureate degree level, including normal offerings in the humanities and fine arts, and natural and social sciences, and offers professional programs in education and in business. Two associate degree programs, in secretarial science and nursing, are also offered.

A course schedule which extends well into the evening hours renders it possible for the College to serve many students who are already in the work force.

Lander offers no post-baccalaureate programs; it is investigating the need for limited programs at the master's degree level in the fields of education and business. Lander is also considering the conversion of its associate degree program in nursing to a baccalaureate degree program in nursing.

## Students

Enrollment in Fall, 1978, was approximately 1,700 students. Of these, nearly 80% were full-time students, with women making up about 60% of this group. Of the total, 16% were black. College-owned housing is provided for about 650 students, with the result that more than half commute. The College expects these proportions to continue without major change in the foreseeable future.

## Research and Public Service

In keeping with its primary mission as an undergraduate teaching institution, Lander has no program of organized research. Continuing education activities in the form of workshops, symposia, and cultural activities are provided both on and off campus.

As a regional State college, Lander serves as the fine arts and cultural center in its geographic area. The College annually sponsors a fine arts series and a lecture program open to area students and citizens. It also serves as the regional display center for traveling art exhibits.

## Special Considerations

Lander College has begun to explore the establishment of cooperative arrangements with several nearby independent senior colleges, but has not yet established formal arrangements with other institutions.

# SOUTH CAROLINA STATE COLLEGE

## Background

South Carolina State College, given its present name in 1954, traces its origin to an 1872 Act of the General Assembly creating the "South Carolina Agricultural College and Mechanics Institute," which was operated in conjunction with Claflin College. In 1896, this Institute was formally separated from Claflin College and made a separate institution operating under its own Board of Trustees. In its formative years, the College enrolled most of its students in preparatory or vocational programs. As late as 1911, very few students were enrolled in the "College Department," a component of the College which had been present from the beginning. Progress in the intervening years was rapid, and by 1933 the college preparatory department was discontinued. Degree programs in engineering, industrial technology, and agriculture were added. A graduate program was instituted in 1946 and a Law School authorized in 1947.

The College has continued to adjust its program offerings to the changing economic and social conditions of the State. Baccalaureate degree programs in engineering were discontinued in 1958, and were replaced subsequently by baccalaureate degree programs in engineering technology. Degree programs in agriculture were discontinued in 1967 in favor of a cooperative arrangement with Clemson University whereby students at the College could enroll as transfer students in specialized agricultural programs at Clemson. The Law School was discontinued in 1966 because of declining enrollments.

S.C. State College functions as a general-purpose senior college serving the State and its region by meeting continuing academic needs, especially those associated with the professions of business, education, and social services.

## Academic Programs

S. C. State College offers a comprehensive range of baccalaureate degree programs. These include programs found in most senior colleges in the natural and social sciences, the humanities, and the arts, and baccalaureate programs in business, engineering technology, education, home economics, social welfare, and criminal justice. At the graduate level, master's programs in the fields of education, rehabilitation counseling, speech pathology, and nutrition science are authorized.

S. C. State College expects to continue to adjust its program offerings to meet the needs of its constituency and the State. Among other possibilities, the College is giving consideration to establishment of a baccalaureate degree program in nursing, to expansion of the College's offerings in the field of business, and to the establishment of a Center for Adult and Continuing Education.

## Students

Enrollment at S. C. State College in Fall, 1978, totalled 3,437 students. Of these, nearly 2,900, or 84%, were undergraduate students, and of the undergraduates all but 5% were classified as full-time students. Of the total enrollment, 3% were white. Among the full-time undergraduate students, and among the graduate students, the majority of whom are enrolled for part-time study, women outnumbered men by a significant margin.

Since the College is located in a rural area, it believes that it would be beneficial to be able to house at least 80% of its students on the campus; 61% of its students are now housed on the campus.

## Research and Public Service

S. C. State College is designated as a Land-Grant College under the terms of the Second Morrill Act of 1890. Extension services and research, particularly in the areas of improvement of the quality of life for rural South Carolinians, are carried out in support of this mission. As an institution with its principal focus on instruction at the baccalaureate level, the College does not engage in other ongoing programs of organized research, other than institutional research, but research projects by individual faculty members, as appropriate, are encouraged.

## Special Considerations

S. C. State College operates the Felton Laboratory School which enrolls pupils from throughout Orangeburg County. The School is a major resource to S. C. State College in the training of teachers.

## THE CITADEL

## Background

The Citadel, the Military College of South Carolina, was established by an Act of the General Assembly in 1842. It was originally named the South Carolina Military Academy, and incorporated a sister school, The Arsenal, located in Columbia. Closed in early 1865 after federal occupation of the City of Charleston, The Citadel reopened in 1882. The present name was adopted in 1910 and the institution moved to its present site in 1922.

A unique feature of the college is the requirement that virtually all undergraduate students be enrolled in the South Carolina Corps of Cadets, subject to military discipline at all times, and enrolled in academic programs of study which qualify graduates for commissions in the active or reserve armed forces.

Graduate programs at the master's level, principally to serve the in-service training needs of employed teachers and administrators of the school systems in the Low Country, were initiated in 1968.

## Academic Programs

The Citadel offers a comprehensive range of baccalaureate degree programs, including those normally found in senior colleges in the humanities, the natural and social sciences, and letters, and offers professional programs in education and in business. The Citadel also offers the only baccalaureate degree programs in engineering in the Low Country. All of these programs are provided principally for the Corps of Cadets but are also made available to both men and women through an undergraduate evening college.

Master's degree programs fitted to the needs of school teachers and administrators are offered in biology, education, English, mathematics, and history. A program leading to the M.B.A. degree is offered, as is an M.Ed. program in special education that is offered jointly with the College of Charleston through the Charleston Higher Education Consortium.

The Citadel is exploring the feasibility of additional programs leading to baccalaureate degrees in computer science, health education, national security affairs, and international relations. At the graduate level, The Citadel, in cooperation with Clemson University and the University of South Carolina, is investigating ways in which increased opportunities for graduate and continuing education at the master's level may be provided for practicing engineers.

## Research and Public Service

Although the mission of The Citadel is primarily that of a teaching institution, research and public service are necessary for the continued development of its faculty and are beneficial to the State and the community. No formal programs of ongoing research are currently authorized, but The Citadel is examining the feasibility of establishing a research institute on entomological problems prevalent in the coastal areas of the State and the nation.

Workshops, symposia, and short courses, both credit and non-credit, are offered within the community. Faculty and students are extensively involved in cultural activities in Charleston and across the State. In particular, the cadet band, marching units, and chorale are frequently called upon to perform at public functions both in- and out-of-State.

Students

Total enrollment at The Citadel in Fall, 1978, was slightly more than 3,350 including 8% who were black. The principal segment consists of the Corps of Cadets, the central undergraduate student body, all of whom are men and all of whom are enrolled full-time in order to engage in the required program of discipline and study. Enrollment in the Corps is limited to a maximum of 1,980, the capacity of the barracks in which they are required to live. Because of the unusual nature of the institution, The Citadel attracts many undergraduate applicants from outside the State, the most highly qualified of whom are admitted after qualified State residents are accepted.

Attending day classes with the Corps of Cadets are a limited number of other men, usually fewer than one hundred, who are not involved in military activities of the Corps but who are on active military duty and assigned to The Citadel as students, or who are military veterans pursuing regular degree programs.

All other students at The Citadel are classified as part-time students, and attend classes in the afternoon or evening hours. An undergraduate evening college currently has enrolled over 250 such students, about equally divided between men and women. The graduate program has enrolled just over 1,100 students, with women making up about 60% of this cohort.

## Special Considerations

The history of The Citadel has been closely entwined with that of the State. The organization of the principal component of the student body into a military structure, in uniform and subject to continuous discipline, provides unusual opportunities for all cadets to develop leadership potential at successively higher levels. At the time of its founding, The Citadel was not, perhaps, an unusual institution. At present, The Citadel and The Virginia Military Institute are the only two remaining state-supported military institutions in the United States.

As an active member of the Charleston Higher Education Consortium, The Citadel works with other member institutions to provide more comprehensive higher education opportunities to the citizens of the area.

# WINTHROP COLLEGE

## Background

Dr. David Bancroft Johnson, with financial support from the Peabody Educational Fund, founded the Winthrop Training School for Teachers, in Columbia, in 1886. In 1891, this institution became a State-supported college known as the South Carolina Industrial and Winthrop Normal College, and in 1895 the institution was moved from Columbia to its present site at Rock Hill. In 1920, the name was changed to Winthrop College, the South Carolina College for Women. In 1974, the General Assembly gave the Board of Trustees of the College authority to remove restrictions against the enrollment of men, and to delete the qualifying phrase, the South Carolina College for Women, from the official name of the College.

Winthrop College today serves as a comprehensive senior college offering a number of programs through the master's level.

## Academic Programs

Winthrop College offers a range of baccalaureate degree programs in five areas: business, education, home economics, fine arts, the humanities, and the natural and social sciences. Of note are specialized programs at the baccalaureate level in communications, visual arts, government and public service, dietetics, and music. In response to emerging needs, the College envisions the addition of baccalaureate degree programs in social work, gerontology, and accounting. Winthrop College also offers, at the undergraduate level, associate degree programs in four specialties: secretarial science, fashion merchandising, interior design, and child development.

At the graduate level, Winthrop College offers a number of programs at the master's level in the field of education, with emphasis on specialized programs in special education, school psychology, and speech pathology. In the field of business, professional programs leading to the Master of Business Administration degree and to the M.S. in personnel and industrial relations are offered, the latter constituting a program unusual to the coastal Southeastern United States. Limited graduate programs in other fields, such as foreign languages, English, and biology are also authorized, primarily but not solely to serve the needs of teachers requiring advanced training in these fields. Educational Specialist degrees are authorized in curriculum and instruction, reading education, and home economics education. The College is investigating the feasibility of a new graduate program in vocational education.

## Research and Public Service

By means of an agreement with Clemson University in its role as a Land Grant institution, Winthrop College conducts an organized program of research and public service in the field of home economics. As an institution with primary focus on its undergraduate mission, the College does not engage in other formal programs of research, although individual research projects by faculty members, as appropriate, are encouraged.

Winthrop College is committed to extensive interaction with various constituencies in the region through an outreach program to improve its public service activities. The focus of many of these programs of public service is the Joynes Center for Continuing Education which provides credit and non-credit programs of significance to the region. The Management Institute comprises a small business advisory center, an adult education program , and a center for economic education. The Human Development Center, a federally assisted activity shared with the University of South Carolina, provides clinical training for students and works with the developmentally disabled while delivering diagnostic and prescriptive services for those suffering such disabilities. Advanced training in music is provided to secondary students of the region. The Winthrop Archives is becoming a major depository of historically significant materials pertinent to the region.

## Students

Total enrollment at Winthrop in Fall, 1978, was 4,640 students. Nearly three-fourths were undergraduate students, of which almost 90% were classified as full-time and of which the majority were residential. The number of men enrolled represented about 30% of the total, with only slight variation between undergraduate and graduate students. Of the total, 14% were black.

## Special Considerations

Registered nurses of the region are provided the opportunity to seek baccalaureate degrees in nursing at Winthrop under the auspices of the Medical University of South Carolina, in conjunction with regularly offered courses at Winthrop College.

Winthrop College and eight school districts in the Rock Hill area comprise an organized consortium which facilitates school-college relations and undertakes specific projects designed to improve the quality of elementary and secondary education in the region.

## UNIVERSITY OF SOUTH CAROLINA-AIKEN

### Background

The University of South Carolina established a two-year campus at Aiken in 1961, and in 1976 authorized the campus to become a four-year college offering programs through the baccalaureate degree.

### Academic Programs

USC-Aiken offers a total of 11 majors at the baccalaureate degree level, including those in biology, business administration, education, English, applied mathematics, and the social sciences. An interdisciplinary baccalaureate degree is offered enabling students to design their own programs of study to suit individual needs.

USC-Aiken offers associate degrees in arts and sciences, nursing, and criminal justice.

### Research and Public Service

As an undergraduate institution, USC-Aiken does not engage in extensive research programs of an ongoing nature. Research on curricula development, however, continues, and research projects by individual faculty members are encouraged as appropriate. Public service activities include provision of workshops, symposia, short courses of interest to the community, and shared leadership in the cultural life of Aiken and surrounding communties.

### Students

Enrollment growth at USC-Aiken has continued at a reduced rate following its surge of growth from 1975 through 1977 as it attained senior college status.

Enrollment in Fall, 1978, stood at 1,620 students, of whom two-thirds were enrolled for full-time study. Of these, women outnumbered men by a small margin and 15% were black.

As a regional institution, USC-Aiken serves the local area for commuting students.

Students who do not meet standard admissions requirements may be admitted to a probationary program where they receive special support in mathematics, reading, and English.

### Special Considerations

As a part of the USC System, Aiken faculty and students may draw upon the resources of other campuses of the University as may be necessary and desirable. Through institutional ties, faculty are enabled to grow professionally, participating in the Faculty Exchange Program.

## UNIVERSITY OF SOUTH CAROLINA-COASTAL CAROLINA

### Background

The University of South Carolina established a two-year campus at Conway in 1960, and in 1975 authorized it to become a four-year college offering programs through the baccalaureate degree.

### Academic Programs

USC-Coastal Carolina offers a total of 12 majors at the baccalaureate level including those in the fields of biological sciences, business, education, English, and the social sciences. An interdisciplinary baccalaureate degree program is offered enabling students to design their own programs of study suited to individual needs. Cooperative programs with Horry-Georgetown Technical College are maintained, particularly in the area of business education. Taking advantage of its proximity to coastal waters and faculty strength in the discipline, the College includes among its programs a major in marine biology. Academic degrees are offered in arts and sciences, and in nursing.

Research and Public Service

As an undergraduate institution, USC-Coastal Carolina does not engage in extensive research programs of an ongoing nature; however, faculty at the institution do participate as appropriate in the research program conducted by the University at the Baruch Institute of Marine Biology and Coastal Research, centered at Hobcaw Barony only a few miles from the campus.

Public service activities include provision of workshops, symposia, and short courses of interest to the community, and shared leadership in the cultural life of Conway, Myrtle Beach, and the surrounding areas. Coastal Carolina offers college courses for credit off-campus at the Georgetown Higher Education Center and at Myrtle Beach Air Force Base.

Support and leadership are provided for small businesses and industry in the region, and a speaker's bureau makes faculty expertise available to regional organizations.

Students

Enrollment at USC-Coastal Carolina grew rapidly in its transition from a junior to a senior college. Enrollment in Fall, 1978, was 1,752 with nearly 80% enrolled on a full-time basis. Of these, men outnumbered women by about 20%, and 7% were black.

Students who do not meet standard admissions requirements may be admitted and are provided assistance in mathematics, reading and English.

As a regional institution, USC-Coastal Carolina serves the local area for commuting students.

Special Considerations

As a part of the USC System, USC-Coastal Carolina faculty and students may draw upon the resources of the other campuses of the University as may be necessary and desirable.

## UNIVERSITY OF SOUTH CAROLINA-SPARTANBURG

### Background

The University of South Carolina established a two-year campus at Spartanburg in 1967, and in 1975 authorized it to become a four-year college offering programs through the baccalaureate degree.

### Academic Programs

USC-Spartanburg offers a total of 15 majors at the baccalaureate level, including those in the fields of biology, business, education, nursing, English, social sciences, criminal justice, and computer science and mathematics. An interdisciplinary baccalaureate degree program is offered enabling students to design their own programs of study suited to individual needs.

Associate degrees are offered in arts and sciences, and in nursing.

### Research and Public Service

As an undergraduate institution, USC-Spartanburg does not engage in extensive research programs of an ongoing nature. Public service activities include provision of workshops, symposia, and short courses of interest to the Spartanburg community, and shared leadership in the cultural life of surrounding communities.

### Students

Enrollment at USC-Spartanburg grew rapidly during the transition to senior college status and reached a level of just under 2,300 students in Fall, 1978. About 60% of the students were classified as full-time and were about equally divided between men and women. The total included 5% who were black.

As a regional institution, USC-Spartanburg serves the local area for commuting students.

Students who do not meet standard admissions requirements may be admitted and are provided special support in mathematics, reading, and English.

### Special Considerations

As a part of the USC System, USC-Spartanburg faculty and students may draw upon the resources of the other campuses of the University as necessary and desirable.

Before approving the initial complement of baccalaureate degree programs at USC-Spartanburg, the Commission on Higher Education sought cooperative agreements between this campus and other institutions in the Spartanburg area: Converse, Spartanburg Methodist, Limestone, Spartanburg Technical, and Wofford Colleges. Ongoing cooperation has been maintained in the sharing of certain library materials and resources, and in limited provisions for student exchange.

Located in an area of growing international population, USC-Spartanburg acknowledges a special obligation to help broaden the horizons of its students and to meet the varied needs of an increasingly diverse regional population.

## PUBLIC TWO-YEAR INSTITUTIONS

## UNIVERSITY OF SOUTH CAROLINA TWO-YEAR CAMPUSES

### Background

In the period from 1959 to 1965, the University of South Carolina established campuses at Beaufort, Lancaster, Allendale, and Union. In 1973 USC took responsibility for operation of a similar campus in Sumter which originally had been established and operated by Clemson University. Each of these was established to furnish educational programs at the college level through the first two years of study -- that is, through the associate degree.

## Academic Programs

All five of the campuses offer programs leading to Associate in Arts and Associate in Science degrees. These programs provide courses at the freshman and sophomore levels which allow students to complete the general education requirements prerequisite to most baccalaureate degrees at the University of South Carolina-Columbia or elsewhere.

Each of the five two-year campuses has its own particular characteristics based on the nature of the local environment. Each campus reflects the vision and strengths of college leadership and the strengths and attitudes of the faculty. The details are not relevant here, but it is important to stress the individual nature of each campus. Beaufort has become involved in marine sciences and has developed a marine science laboratory. Salkehatchie, serving the needs of four counties, has extended its service over this broad area, offering some courses outside the center in Allendale. Sumter, with an expanded program of courses offered at night, and with special conferences, has been particularly successful in its outreach to part-time students and to high school teachers. To meet local needs in each of the communities involved, two of the campuses also offer programs not specifically designed for transfer to baccalaureate degree programs but to train students for immediate employment. USC-Lancaster, conjointly with York Technical College at Rock Hill, offers the associate degree in nursing. USC-Lancaster also offers associate degree programs in commercial education, secretarial science, and criminal justice. Associate degree programs in commercial education and in secretarial science are offered at USC-Union.

## Research and Public Service

As two-year institutions, these campuses do not engage in organized programs of research. Research projects by individual faculty members are encouraged as appropriate.

Public service activities include the sponsorship of workshops and other activities of interest to the communities, and shared leadership in the cultural lives of the communities surrounding each.

## Students

As of Fall, 1978, total enrollment at these five campuses was 2,625, of which 57% were classified as full-time students and of which 20% were black. This total enrollment was not distributed uniformly. Over half of this total was at USC-Sumter (814) and USC-Lancaster (721), with the remaining campuses reporting enrollments that range downward to a low of 250 at USC-Union. The fraction of the total enrollments for full-time study was also not uniform, ranging from a high of 67% at USC-Sumter to a low of 40% at USC-Beaufort. Men and women were enrolled in roughly equal proportions at all of these campuses.

All of these campuses are designed to serve commuting students, with no college-owned housing for students authorized.

Admissions requirements to associate degree programs are generally the same as those imposed by the main campus, but exceptions are permitted. Each campus maintains its own admissions committee which is empowered to admit students not meeting the normal admissions criteria. Such students are provided additional assistance in English, mathematics, and reading. These students may not transfer credit gained at the regional campus to any other University campus unless they have completed at least 24 semester credit hours with a grade of "C" at the original campus.

## Special Considerations

The two-year campuses of the University of South Carolina have been a focus of cooperation, acting with other centers of postsecondary education. An example of this activity is the authorization for Sumter Area Technical College to offer an associate degree in criminal justice, in which certain courses regularly offered at USC-Sumter are used in the Technical College program.

Cooperation in the provision of services exists at all of the two-year campuses. In Beaufort, cooperative arrangements among libraries at USC-Beaufort and at Beaufort Technical College extend to include the public library system in that county.

## TECHNICAL EDUCATION SYSTEM

### Background

The State system of two-year technical education centers and colleges began in 1961, when the State Advisory Committee for Technical Training was established by act of the General Assembly. This Committee was charged with developing a system of vocational and technical training to meet the needs of citizens and of an expanding industrial economy. Beginning in 1962 with the establishment of the Greenville Technical Education Center, the Committee coordinated the implementation of a network of postsecondary institutions, now numbering 16, offering certificate and diploma programs in the crafts and skill training, and associate degree programs in a number of technical vocations such as engineering technology. An unusual feature of the system was its orientation specifically to meet the needs of business and industry throughout the State, especially new or expanded facilities. Specific training for prospective employees of such industries is conducted by the Special Schools program of the Industrial Services Division, coordinated by the Committee and its successors.

Successive legislation has refined the educational role of the system. In 1972, the original Advisory Committee, which had operated under the nominal supervision of the State Board of Education, was given status as a separate agency and renamed the State Board for Technical and Comprehensive Education. The same legislation charged the new Board to continue its emphasis on programs designed to promote economic development by serving the needs of new and expanding industry within the State, and created authority, subject to the approval of the Board and the Commission on Higher Education, to add programs equivalent to the first two years of general education applicable to a baccalaureate degree. This legislation specifically reaffirmed the authority of the technical education centers and colleges to award associate, but not baccalaureate, degrees. In 1976, additional legislation was adopted to clarify the relationships between the SBTCE and the local commissions for each center or college. Legislation and State Board policies have therefore defined the educational system committed to providing technical education that minimizes geographic, economic, and academic barriers for all citizens of the State.

The 16 institutions of the system, with their dates of establishment are: Greenville (1962), Midlands (1963), Spartanburg (1963), Sumter (1963), Tri-County (1963), Trident (1964), Florence-Darlington (1964), York (1964), Horry-Georgetown (1966), Piedmont (1966), Orangeburg-Calhoun (1968), Chesterfield-Marlboro (1969), Beaufort (1969), Denmark (1969), Williamsburg (1969), and Aiken (1971).

### Academic Programs

The mission of each of the 16 centers or colleges conforms to the overall mission of the system as defined by law and by policies of the State Board and the Commission on Higher Education. Differences between individual institutions in the State Board's system are not so much a function of mission as a function of programmatic structure in the specific degree and diploma programs which are authorized for each institution within that mission. The programmatic structure within each institution represents a response by that institution to local needs of the area served by each.

The distribution of authorized programs leading to associate degrees and to diploma programs at each of the 16 institutions is shown in Table 1. Associate degree programs always require a minimum of two years of full-time study (six quarters) to complete, and include in addition to technological courses a component of general education requirements. Diploma programs require at least three quarters of full-time study, and some require up to seven. A general education component is also required. For the purposes of Table 1, all programs leading to an associate degree or diploma are grouped into one of five general categories. Inspection of the Table shows that the mechanical and engineering technology group is most heavily represented, with 111 associate degree programs, including at least one at each of the institutions, and 166 diploma programs, with a minimum of seven offered at each institution. Business and commercial technology programs are also widely offered throughout the system, with a total of 84 associate degree programs, including at least one at each institution, and a total of 29 diploma programs offered as well. Only nine institutions offer associate degree programs in the health sciences and two of these, at Greenville and at Charleston, offer nearly half of the total number of associate degree programs in this category. Associate degree programs in the public service technology category are offered at 14 of the 16 institutions.

Within this overall structure, programmatic differences between individual institutions become more pronounced. Aiken Technical College and Denmark Technical Education Center, located near one of the nation's major nuclear facilities, offer two of the six associate degree programs in nuclear engineering technology; and Aiken also offers an associate degree program in electromechanical engineering technology, the only one of its kind in the system. Beaufort and Horry-Georgetown Technical Colleges offer the only two programs in hotel, motel, and restaurant management within the system, and the latter also offers the only

## Table 1

## SUMMARY OF DEGREE AND DIPLOMA PROGRAMS BY FIELD OF TECHNOLOGY, TECHNICAL EDUCATION COLLEGES, 1978-79

### Associate Degree Programs

| Field of Technology | Aiken | Beaufort | Chesterfield-Marlboro | Denmark | Florence-Darlington | Greenville | Horry-Georgetown | Midlands | Orangeburg | Piedmont | Spartanburg | Sumter | Tri-County | Trident | Williamsburg | York |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Business & Commerce | 4 | 5 | 5 | 1 | 6 | 8 | 3 | 11 | 5 | 5 | 7 | 5 | 7 | 7 | 2 | 3 |
| Data Processing |  |  |  |  | 1 | 2 |  | 2 | 1 |  | 2 |  |  | 2 |  | 2 |
| Health Services & Paramedical |  |  |  |  | 4 | 8 |  | 4 | 2 | 2 | 2 |  | 3 | 7 |  | 3 |
| Mechanical and Engineering | 7 | 2 | 8 | 4 | 10 | 12 | 2 | 14 | 6 | 6 | 9 | 2 | 9 | 11 | 1 | 8 |
| Natural Science |  |  |  |  | 1 | 2 | 1 | 1 | 1 |  | 1 | 2 | 3 | 1 |  |  |
| Public Service | 1 | 1 | 1 |  | 3 | 3 | 4 | 5 | 2 | 3 | 1 | 2 | 2 | 3 |  | 1 |
| **Diploma Programs** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business & Commerce | 2 | 2 | 1 | 3 | 3 | 2 | 2 | 2 | 1 | 3 | 2 |  | 2 | 2 | 2 | 2 |
| Data Processing |  |  |  |  |  |  | 1 |  |  |  | 1 |  |  | 1 |  | 1 |
| Health Services & Paramedical |  | 2 | 1 |  | 3 | 3 | 1 | 3 | 2 | 3 | 2 |  |  | 2 |  | 3 |
| Mechanical and Engineering | 11 | 9 | 7 | 12 | 7 | 14 | 9 | 15 | 13 | 13 | 10 | 9 | 11 | 10 | 9 | 7 |
| Natural Science |  |  | 1 | 4 |  | 1 |  | 1 |  |  |  | 1 |  |  | 1 |  |
| Public Service |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  |

program in forestry and in golf management. Denmark Technical College offers the system's only diploma programs in sewing machine repair, shoe repair, and tailoring; and Orangeburg-Calhoun Technical College has a program unique to the system in watch repair. Spartanburg Technical College, located in the center of a large peach-growing area, offers an associate degree in pomology. Sumter Area Technical College offers a program in environmental engineering technology, and Tri-County Technical College offers the only associate degree program to train veterinary assistants.

Six of the institutions -- Chesterfield-Marlboro, Greenville, Midlands, Tri-County, Trident, and York Technical Colleges -- have been authorized to award Associate in Arts and Associate in Science degrees by the Board and the Commission on Higher Education. Legislative authority to implement these lower-division college programs was granted by the General Assembly in 1972.

## Research and Public Service

Within these two-year colleges, ongoing programs of research are not formalized.

Public service programs of several kinds are emphasized in the system. Foremost in importance among these is the program to train prospective employees of new or expanded industry within the State, as needed. This activity is coordinated by SBTCE's industrial Services Division, in conjunction with the State Development Board. Training activities are conducted wherever and whenever needed, sometimes utilizing facilities at one of the 16 institutions for this purpose.

Each institution also operates within its service region an active program of continuing education for employees in business and industry. Non-credit courses of community interest are also provided by each. Adult education programs provide an opportunity for basic training in reading and mathematics.

## Students

In Fall, 1978, there were just under 34,000 students enrolled in diploma and associate degree programs in the technical education centers and colleges, 30% of whom were black. Enrollment ranged from a high of nearly 6,040 students at Greenville to 551 at Chesterfield-Marlboro. Almost half the total were enrolled at the three largest institutions, in Greenville, Charleston, and Columbia.

Overall, 60% of the enrollment in the technical education system is made up of men and 40%, women. About 57% of the students are enrolled full-time and 43% are classified as part-time students. The typical technical education student is slightly older, on the average, than his counterpart in undergraduate colleges in other public institutions. Whereas about 55% of the undergraduate students in all other public institutions are in the age group from 18 through 21 years of age, 40% of the students in the technical education system fall within those age limits.

These institutions serve commuting students and no college-owned student housing is provided. An exception is Denmark Technical Education Center. Residential housing for students was provided historically for students at this institution, which formerly was one of three Area Trade Schools maintained by the State. College-owned dormitories for students at this institution have been retained, and the majority of students at this one institution are resident students.

Responsive to the mandate to maintain an open-door admissions policy, each of the institutions offers a Developmental Studies program. The purpose is to enable those students not meeting admissions criteria to the degree or diploma program of choice to acquire the necessary basic skills to do so.

## Special Considerations

Interinstitutional cooperation between technical education institutions and other public institutions takes several forms. York Technical College and

and USC-Lancaster jointly offer an associate degree program to train nurses. The Medical University provides clinical instruction for students in one diploma and seven degree programs in allied health specialties for Trident Technical College. Trident is also a member of the Charleston Higher Education Consortium.

At Beaufort and at Sumter, students enrolled in the degree programs in criminal justice enroll for required general education courses at the U.S.C. branch nearby. Formal exchange agreements between the libraries at these two locations are also in effect and, at Beaufort, that agreement extends to the public library as well.

## INDEPENDENT COLLEGES

The independent sector of higher education in South Carolina is made up of 25 colleges and universities. Of these, 20 are senior institutions and five are two-year colleges. The 20 senior institutions include one Bible college and one separate theological seminary. The remaining 18 are general-purpose liberal arts colleges.

In common with their counterparts elsewhere, in both public and private sectors, these colleges have responded to changing societal needs by instituting professional and career-oriented courses and programs, such as business and nursing. Some of the newer interdisciplinary programs, such as those in criminal justice, have been and will be undertaken by these institutions in the future as the needs of society require it and as the capabilities of each enable it to respond. These trends have the result that professional or pre-professional programs at the baccalaureate level are not the sole province of either the public or of the independent sectors, but are shared by both.

The historical development of higher education in South Carolina has been such that post-baccalaureate education within the State is found almost wholly in the public sector. Within the independent sector, Furman University, Bob Jones University, and Converse College offer limited programs through the master's degree level for the training of teachers. Furman, in cooperation with Clemson University, offers a master's degree in business administration, as has been noted earlier. Furman also offers a program leading to the master's degree in chemistry. Converse College provides master's degree programs in music. Bob Jones University offers doctoral programs in certain theological specialties. No major changes are anticipated in these missions. Post-baccalaureate programs will continue to be provided largely through the public sector.

The mission of the two-year institutions in the private sector is primarily to provide the first two years of a liberal arts college curriculum. These institutions continue to provide limited occupational programs in a few areas such as in secretarial science.

The institutions in the private sector provide no less a public service than those in the public sector, despite differences in the form of governance and in principal sources of support. Close cooperation between the independently governed colleges in the private sector and the tax-supported institutions is imperative if the needs of the State are to be appropriately met. To best serve the citizens, such cooperative efforts must preserve the philosophical and historical differences which exist between independent and public education.

Recognizing the public service function of the private sector, the State provides three programs of indirect assistance to the independent institutions. The South Carolina Tuition Grants program provides need-based grants to residents electing to attend any of 19 eligible private South Carolina institutions. Private institutions are permitted to make bulk purchases at a saving through the

General Services Division of State Government. They may avail themselves of low-interest revenue bonds for capital construction.

## PROPRIETARY INSTITUTIONS

Proprietary institutions licensed to offer associate degree programs in the State include Columbia Junior College of Business (Columbia), Rice College (Columbia and Charleston), Rutledge College (Greenville and Spartanburg), and Nielsen Electronics Institute (Charleston). Each offers general education courses and specialized training in specific fields of study. Each is a junior college of business.

Columbia Junior College of Business offers majors in accounting, business management, data processing, traffic management, secretarial science, and fashion merchandising. Rice College offers majors in accounting, marketing and management, and secretarial science. Rutledge College offers majors in accounting, business administration, merchandising, and secretarial science. Each also offers shorter courses of study in business-related fields leading to diplomas or certificates rather than to associate degrees.

Nielsen Electronics Institute offers the associate degree in electronics technology.

Limited college-owned housing for students is provided by Columbia Junior College of Business and by Rutledge College, but most students are commuters. Continued expansion in enrollment is anticipated by all four institutions.

In addition to these four degree-granting institutions, there are a number of other proprietary schools offering a wide range of non-degree programs in the trades and technologies.

## STUDIES CONCERNING MISSIONS

The Commission on Higher Education will undertake feasibility studies, in the specific locations named below, to determine whether or not apparent duplication of missions between and among institutions should be continued and, if not, will make appropriate recommendations in each case:

a. Aiken, to determine whether USC-Aiken should continue to offer the occupational program leading to the associate degree in criminal justice, or whether this program should be offered by Aiken Technical College;

b. Charleston, to determine whether Trident Technical College should continue college parallel programs leading to the A.A. and A.S. degrees;

c. Columbia, to determine whether USC-Columbia should continue to offer occupational programs leading to the associate degree in seven majors; and whether Midlands Technical College should continue college parallel programs leading to the A.A. and A.S. degrees;

d. Greenwood, to determine whether Lander College should continue to offer the occupational program leading to the associate degree in secretarial science;

e. Rock Hill, to determine whether Winthrop College should continue to offer associate degree programs in four areas; and whether York Technical College should continue college parallel programs leading to A.A. and A.S. degrees; and

f. Cheraw, Greenville, and Pendleton, to determine whether Chesterfield-Marlboro Technical College, Greenville Technical College, and Tri-County Technical College should continue college parallel programs leading to A.A. and A.S. degrees.

## RECOMMENDATIONS CONCERNING MISSIONS

With respect to the public universities, it is recommended that:

1. Clemson University continue to maintain the State's primary programs at the baccalaureate level and above in agriculture, architecture, city and regional planning, building construction and management, agricultural education, industrial education, textiles, forestry, bioengineering, ceramic engineering, environmental engineering, and recreation and park administration;

2. Clemson University continue to focus its principal efforts, particularly at the post-baccalaureate level, in the above areas and in the sciences and technologies, keeping in mind the need for strong supporting programs in the liberal arts, social sciences, and humanities areas;

3. the State continue to look to Clemson University and to USC-Columbia as major sources of skilled manpower, research, and public service, particularly in those areas where each is already the sole provider of this training and these services;

4. the Medical University continue to develop as an academic health care center, so that it may continue to serve as the major State resource for educational programs, research, and public service in all health-related areas; and that development of new specialty training programs, residency programs, and biomedical research programs be coordinated with the School of Medicine at USC-Columbia;

5. USC-Columbia continue to place its major emphasis and resources on the improvement of its graduate and professional programs in business, law, education, and the liberal arts and sciences; and that

6. USC-Columbia School of Medicine place major emphasis on the training of primary care physicians; and that participation in speciality training programs,

graduate biomedical degree programs, residency programs, and biomedical research programs be coordinated with corresponding programs at MUSC.

With respect to the public senior colleges, it is recommended that:

1. the College of Charleston continue to place major emphasis on its undergraduate programs of instruction, adjusting these as necessary to the needs of the State and the region;

2. the College of Charleston maintain its current offerings at the master's level, operated jointly with other institutions, and that further development of post-baccalaureate programs be coordinated with other institutions in the Charleston Consortium;

3. the College of Charleston, Francis Marion College, and Lander College retain their primary emphasis on the commuting student;

4. Francis Marion College continue to place its major emphasis on undergraduate programs of instruction, adjusting these as necessary to the needs of the State and the region;

5. Francis Marion College limit development of new master's degree programs in the foreseeable future to those specifically designed to meet needs of employed professionals in the area for continuing education;

6. Lander College continue to place major emphasis on its undergraduate programs of instruction, adjusting these as necessary to the needs of the State and the region;

7. S. C. State College continue to place major emphasis on its undergraduate programs of instruction, adjusting these as necessary to the needs of the State and the region;

8. S. C. State College maintain its authorized graduate programs, with

possible expansion in selected areas to meet the needs of educational, social services, health, and business personnel;

9. The Citadel continue to place special emphasis on its undergraduate programs of instruction, adjusting these as necessary to the needs of the State and the region;

10. further development of post-baccalaureate programs at The Citadel be carried out in conjunction with the Charleston Consortium and other State colleges and universities, providing programs jointly where feasible and desirable;

11. Winthrop College continue to place its primary emphasis on meeting the needs of its region and the State, with prime focus on adjusting undergraduate offerings to meet those needs as appropriate;

12. Winthrop College continue its authorized graduate programs at the master's level to meet State and regional needs;

13. USC-Aiken, USC-Coastal Carolina, and USC-Spartanburg continue to serve as commuter colleges (i.e., without dormitories) with undergraduate programs designed specifically to serve the needs of residents of their own and surrounding counties; and that

14. no locally based graduate programs or courses be authorized for USC-Aiken, USC-Coastal Carolina, or USC-Spartanburg.

With respect to the public two-year institutions, it is recommended that:

1. the two-year campuses of USC continue as commuter institutions with no provision for college-owned housing for students;

2. the State Board for Technical and Comprehensive Education institutions continue to place major emphasis on technical and vocational programs, up to and including the associate degree, to serve the needs of potential students within

commuting distance of each, and to provide skilled manpower at these levels for continued economic development of the State;

3. the public two-year institutions remain two-year institutions and not offer upper division or graduate instruction.

# VI. FINANCES

## STATE APPROPRIATIONS

### APPROPRIATIONS FOR PRIOR YEARS

During the ten-year period from 1969-70 to 1978-79 (see Table 2), State appropriations for postsecondary education in South Carolina increased from $70.3 million to $258.9 million, or 268%. Its share of State revenue increased during the same period from 15.4% to 18.5%. Among the factors influencing these increases, in addition to inflation, were the initiation of the Tuition Grants program of aid for non-public college students (up from zero to $9.4 million), the expansion of the Technical Education system (from $12.1 million to $41.8 million, or 246%), the acquisition of two formerly non-public institutions, the conversion of four two-year branches into senior colleges, and the addition of a new medical school.

Appropriations for the public senior colleges and universities have increased from $54.7 million in 1969-70 to $206.3 million in 1978-79, a growth of 260%. During this period their share of State revenue increased from 12.6% to 14.8%. In terms of 1969-70 dollars (i.e., eliminating the effect of inflation) the ten-year growth in appropriations for the public senior institutions was $66.4 million, or 115%. During the period from 1969 to 1978 there was a combined full-time equivalent (FTE) enrollment growth of 97%. It is significant that graduate student enrollments grew 229% during the ten-year span; graduate instruction is more expensive than undergraduate instruction.

Since a strong public elementary-secondary school system is vital to the well-being of higher education (and vice versa) the Commission notes that primary-secondary appropriations have more than doubled (from $241.1 million to $503.1 million) during the past ten years. Adjusted for inflation, their funding has increased 25%. Meanwhile, public school enrollments have declined 9%.

## Table 2

# S. C. COMMISSION ON HIGHER EDUCATION
# TEN YEAR COMPARISON OF EDUCATIONAL APPROPRIATIONS

| | 1969-70 | 1970-71 | 1971-72 | 1972-73 | 1973-74 | 1974-75 | 1975-76 | 1976-77 | 1977-78 | 1978-79 |
|---|---|---|---|---|---|---|---|---|---|---|
| STATE APPROPRIATIONS FOR PUBLIC COLLEGES AND UNIVERSITIES: | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| WINTHROP | 4,365,240 | 4,542,942 | 5,046,757 | 5,134,265 | 5,488,461 | 6,945,010 | 7,541,168 | 7,268,073 | 7,739,270 | 8,460,128 |
| THE CITADEL | 3,799,836 | 3,939,285 | 4,444,847 | 4,765,872 | 5,309,556 | 5,878,074 | 6,324,419 | 6,423,144 | 6,929,791 | 7,201,462 |
| S. C. STATE | 4,338,213 | 4,645,505 | 4,902,486 | 5,814,772 | 6,151,561 | 6,807,997 | 7,917,907 | 7,954,940 | 8,675,259 | 9,264,240 |
| FRANCIS MARION** | 321,900 | 1,111,000 | 1,804,759 | 2,155,755 | 2,754,329 | 3,569,427 | 3,898,387 | 3,986,725 | 4,151,290 | 4,774,859 |
| COLLEGE OF CHARLESTON | | 330,000 | 2,197,785 | 3,495,837 | 4,815,163 | 6,958,333 | 7,854,831 | 7,930,330 | 8,684,307 | 9,216,003 |
| LANDER | | | 165,000 | 330,000 | 1,043,112 | 2,467,073 | 2,872,950 | 2,896,082 | 3,054,239 | 3,344,450 |
| MEDICAL UNIV. (INCL. HOSP. ETC.) | 14,689,825 | 16,956,237 | 18,070,411 | 23,824,581 | 30,304,902 | 42,497,047 | 43,529,374 | 44,606,168 | 49,110,402 | 56,120,909 |
| CLEMSON (EDUC. & GENERAL) | 11,956,064 | 12,750,840 | 15,283,963 | 17,342,028 | 23,250,530 | 27,711,239 | 27,335,858 | 27,460,296 | 29,523,085 | 34,366,007 |
| U.S.C.-COLUMBIA | 16,360,936 | 18,196,707 | 23,271,340 | 29,581,467 | 37,742,544 | 46,448,900 | 48,506,375 | 48,481,403 | 52,517,489 | 61,728,678 |
| U.S.C.-AIKEN | 194,315 | 213,983 | 421,740 | 478,300 | 674,631 | 978,557 | 1,119,976 | 1,512,957 | 1,842,001 | 2,706,877 |
| U.S.C.-COASTAL CAROLINA | 234,380 | 212,923 | 368,940 | 517,825 | 911,346 | 1,355,625 | 1,483,583 | 1,950,681 | 2,310,716 | 2,874,024 |
| U.S.C.-SPARTANBURG | 297,724 | 296,648 | 368,940 | 439,120 | 726,887 | 1,158,078 | 1,621,879 | 2,145,574 | 2,545,137 | 3,719,305 |
| 2-YR. BRANCHES*** | 838,154 | 759,128 | 1,013,559 | 1,158,066 | 1,315,559 | 1,605,845 | 1,623,065 | 1,522,628 | 3,442,158 | 2,564,379 |
| TOTAL | 57,396,587 | 63,955,198 | 77,360,527 | 95,037,973 | 120,488,581 | 154,381,205 | 161,629,772 | 164,139,001 | 180,525,144 | 206,341,321 |
| STATE APPROPRIATION FOR COMMISSION ON HIGHER ED.: | | | | | | | | | | |
| OPERATIONS | 153,109 | 179,773 | 194,627 | 249,664 | 324,653 | 459,281 | 530,773 | 516,079 | 550,106 | 620,917 |
| SERVICE PROGRAMS | 711,502 | 708,301 | 539,875 | 639,974 | 542,126 | 638,602 | 610,752 | 607,022 | 626,006 | 812,620 |
| TOTAL | 864,611 | 888,074 | 734,502 | 939,638 | 866,779 | 1,097,883 | 1,141,525 | 1,123,101 | 1,176,112 | 1,433,537 |
| STATE APPROPRIATIONS FOR TECHNICAL (& COMP.) EDUCATION: | 12,080,379 | 13,303,559 | 15,203,808 | 18,349,509 | 21,594,554 | 29,064,086 | 29,899,743 | 31,164,255 | 33,851,381 | 41,797,172 |
| STATE APPROPRIATION FOR TUITION AID GRANTS - PRIVATE COLLEGES: | | 5,001 | 50,019 | 150,180 | 4,000,627 | 6,178,875 | 7,245,138 | 7,320,594 | 8,322,726 | 9,360,126 |
| TOTAL STATE APPROPRIATIONS FOR POSTSECONDARY EDUCATION: | 70,341,577 | 78,151,832 | 93,348,856 | 114,477,305 | 146,950,541 | 190,722,049 | 199,916,178 | 203,746,951 | 223,875,363 | 258,932,156 |
| POSTSECONDARY EDUCATION AS % OF STATE REVENUE: | 15.4 | 15.4 | 16.0 | 15.6 | 18.0 | 21.8 | 20.7 | 18.4 | 17.5 | 18.5 |
| TOTAL STATE APPROPRIATIONS FOR DEPARTMENT OF EDUCATION: | 241,051,042 | 245,297,918 | 257,299,882 | 283,780,344 | 303,565,058 | 351,255,607 | 369,595,672 | 391,418,312 | 451,548,688 | 503,110,892 |
| ELEMENTARY & SECONDARY EDUCATION AS % OF STATE REVENUE: | 52.7 | 48.6 | 44.2 | 38.7 | 37.3 | 40.2 | 38.3 | 35.3 | 35.3 | 35.9 |
| TOTAL STATE APPROPRIATION FOR ALL EDUCATION: | 311,392,619 | 323,449,750 | 350,648,738 | 398,257,649 | 450,515,599 | 541,977,656 | 569,511,850 | 595,165,263 | 675,424,051 | 762,043,048 |
| ALL EDUCATION AS % OF STATE REVENUE: | 68.1 | 64.1 | 60.3 | 54.3 | 55.4 | 62.0 | 59.0 | 53.8 | 52.8 | 54.4 |
| TOTAL STATE GENERAL REVENUE | 456,644,156 | 504,540,819 | 581,481,922 | 732,641,873 | 812,801,999 | 873,330,008 | 964,341,967 | 1,105,948,080 | 1,277,305,810 | 1,398,673,000 |

* FRINGE BENEFITS FOR 1978 AND 1979 ACTUAL, ESTIMATED FOR PRIOR YEARS

** WAS A TWO YEAR BRANCH OF U.S.C. UNTIL 1970-71

*** INCLUDES CLEMSON'S TWO YEAR BRANCH THROUGH 1972-73

## NATIONAL AND REGIONAL COMPARISONS

National tabulations and comparisons of state appropriations for higher education usually are based on figures reported to Dr. M. M. Chambers of Illinois State University by statewide coordinating or governing agencies. Dr. Chambers performs a useful service to higher education by collecting and disseminating these data, and by attempting to ensure that all reports are made in accordance with his instructions. The amounts reported to and by Dr. Chambers include appropriations for such purposes as agricultural experiment stations and tuition grants to private college students. Comparisons of state appropriations per student enrolled at public colleges and universities by using Dr. Chambers' unadjusted figures, therefore, are misleading and erroneous. Interstate comparisons of appropriations per capita, for example, such as are contained in Table 3, are valid.

Appropriations per FTE public college and university student are computed and reported by the Southern Regional Education Board (SREB) based on figures supplied by the coordinating or governing boards in the Southern region. Tables 4 and 5 are from their most recent data exchange report. Maximum utility and comparability are assured by eliminating from the Chambers appropriation figures all non-student-related items and by using a uniform method of determining FTE students. The regional comparisons of appropriations per FTE student in Table 4 should be considered with an awareness that a substantial portion of required student fees at the South Carolina public senior institutions is used to finance academic buildings; this legal diversion of student fees from operating uses tends to create a need for relatively larger State appropriations for operating purposes. In most other Southern states student fees are used by the institutions for current operating rather than capital needs. This subject is discussed further in the student fees section below.

# Table 3

(Chronicle on Higher Education, October 10, 1978)

## *Analysis of State Funds for Higher Education*

| | 1978-79 Appropriations (a) Amount | Rank | Appropriations per capita (b) Amount | Rank | Approp. per $1,000 of personal income (c) Amount | Rank | 2-year change (d) Per cent | Rank | 10-year change (e) Per cent | Rank | 2-year change minus inflation (f) Per cent | Rank | 10-year change minus inflation (g) Per cent | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama ........ | $ 374,332,000 | 15 | $101.44 | 7 | $18.04 | 2 | +39% | 2 | +540% | 2 | +23% | 2 | +237% | 2 |
| Alaska ........... | 71,742,000 | 40 | 176.27 | 1 | 16.64 | 5 | +11% | 49 | +590% | 1 | − 3% | 49 | +263% | 1 |
| Arizona .......... | 218,166,000 | 29 | 95.02 | 12 | 14.60 | 12 | +18% | 35 | +296% | 12 | + 4% | 35 | +108% | 12 |
| Arkansas ....... | 140,319,000 | 35 | 65.45 | 40 | 11.81 | 27 | +22% | 22 | +215% | 31 | + 7% | 22 | + 66% | 31 |
| California ....... | 2,333,110,000 | 1 | 106.55 | 4 | 13.47 | 17 | +28% | 15 | +266% | 22 | +12% | 15 | + 93% | 22 |
| Colorado ........ | 237,310,000 | 26 | 90.61 | 19 | 12.66 | 22 | +15% | 42 | +236% | 27 | + 1% | 42 | + 77% | 27 |
| Connecticut ..... | 206,901,000 | 30 | 66.57 | 38 | 8.26 | 45 | +22% | 21 | +236% | 26 | + 8% | 21 | + 77% | 26 |
| Delaware ........ | 48,831,000 | 46 | 83.90 | 22 | 10.91 | 33 | +13% | 48 | +246% | 24 | − 1% | 48 | + 82% | 24 |
| Florida .......... | 535,809,000 | 8 | 63.39 | 42 | 9.48 | 39 | +23% | 19 | +242% | 25 | + 8% | 19 | + 80% | 25 |
| Georgia .......... | 346,731,000 | 17 | 68.69 | 37 | 11.42 | 29 | +31% | 8 | +208% | 32 | +15% | 8 | + 62% | 32 |
| Hawaii ........... | 113,767,000 | 38 | 127.11 | 2 | 16.80 | 4 | +16% | 39 | +267% | 19 | + 2% | 39 | + 93% | 19 |
| Idaho ............ | 83,797,000 | 39 | 97.78 | 9 | 16.34 | 8 | +21% | 24 | +307% | 8 | + 7% | 24 | +114% | 8 |
| Illinois ........... | 815,782,000 | 4 | 72.55 | 30 | 9.34 | 42 | +19% | 32 | +171% | 42 | + 5% | 32 | + 43% | 42 |
| Indiana .......... | 384,376,000 | 13 | 72.12 | 32 | 10.42 | 37 | +17% | 38 | +166% | 44 | + 3% | 38 | + 40% | 44 |
| Iowa ............. | 272,725,000 | 24 | 94.73 | 13 | 13.77 | 15 | +21% | 25 | +218% | 30 | + 7% | 25 | + 67% | 30 |
| Kansas .......... | 222,216,000 | 27 | 95.54 | 11 | 13.39 | 19 | +28% | 14 | +222% | 29 | +13% | 14 | + 69% | 29 |
| Kentucky ....... | 272,909,000 | 23 | 78.92 | 29 | 13.27 | 21 | +33% | 6 | +231% | 28 | +17% | 6 | + 75% | 28 |
| Louisiana ....... | 278,954,000 | 21 | 71.14 | 33 | 12.03 | 25 | +30% | 9 | +181% | 38 | +14% | 9 | + 48% | 38 |
| Maine ............ | 48,966,000 | 45 | 45.13 | 49 | 7.87 | 47 | +15% | 43 | +145% | 48 | + 1% | 43 | + 29% | 48 |
| Maryland ........ | 292,755,000 | 18 | 70.73 | 35 | 9.34 | 41 | +14% | 44 | +267% | 20 | 0% | 44 | + 93% | 20 |
| Massachusetts .. | 273,333,000 | 22 | 47.27 | 48 | 6.51 | 48 | +13% | 47 | +296% | 13 | − 1% | 47 | +108% | 13 |
| Michigan ........ | 733,978,000 | 5 | 80.40 | 25 | 10.55 | 34 | +24% | 18 | +180% | 39 | + 9% | 18 | + 47% | 39 |
| Minnesota ...... | 393,359,000 | 12 | 98.96 | 8 | 13.88 | 13 | +21% | 23 | +274% | 17 | + 7% | 23 | + 97% | 17 |
| Mississippi ...... | 218,950,000 | 28 | 91.65 | 18 | 18.22 | 1 | +42% | 1 | +358% | 4 | +25% | 1 | +141% | 4 |
| Missouri ........ | 284,836,000 | 19 | 59.33 | 43 | 8.92 | 43 | +20% | 29 | +153% | 47 | + 6% | 29 | + 33% | 47 |
| Montana ........ | 55,050,000 | 43 | 72.34 | 31 | 11.81 | 28 | +17% | 37 | +125% | 50 | + 3% | 37 | + 19% | 50 |
| Nebraska ....... | 140,539,000 | 34 | 90.03 | 20 | 13.40 | 18 | +15% | 41 | +323% | 7 | + 1% | 41 | +123% | 7 |
| Nevada .......... | 50,112,000 | 44 | 79.17 | 28 | 9.91 | 38 | +18% | 34 | +306% | 9 | + 4% | 34 | +114% | 9 |
| New Hampshire . | 27,542,000 | 49 | 32.44 | 50 | 4.97 | 50 | +20% | 27 | +169% | 43 | + 6% | 27 | + 42% | 43 |
| New Jersey ..... | 370,637,000 | 16 | 50.57 | 47 | 5.33 | 49 | +35% | 4 | +290% | 15 | +19% | 4 | +105% | 15 |
| New Mexico ..... | 114,458,000 | 37 | 98.18 | 10 | 16.42 | 6 | +36% | 3 | +266% | 21 | +19% | 3 | + 93% | 21 |
| New York ........ | 1,421,407,000 | 2 | 79.30 | 27 | 10.52 | 35 | +14% | 45 | +194% | 37 | 0% | 45 | + 55% | 37 |
| North Carolina .. | 521,863,000 | 9 | 94.45 | 14 | 15.91 | 9 | +28% | 13 | +355% | 5 | +13% | 13 | +140% | 5 |
| North Dakota .... | 61,240,000 | 42 | 93.78 | 15 | 15.14 | 11 | +25% | 17 | +208% | 33 | +10% | 17 | + 62% | 33 |
| Ohio ............. | 604,651,000 | 7 | 56.50 | 45 | 7.98 | 46 | +20% | 28 | +247% | 23 | + 6% | 28 | + 83% | 23 |
| Oklahoma ....... | 196,594,000 | 32 | 69.94 | 36 | 11.02 | 32 | +29% | 10 | +272% | 18 | +14% | 10 | + 96% | 18 |
| Oregon .......... | 204,000,000 | 31 | 85.86 | 21 | 12.25 | 23 | +15% | 40 | +200% | 36 | + 2% | 40 | + 58% | 36 |
| Pennsylvania ... | 699,128,000 | 6 | 59.32 | 44 | 8.46 | 44 | + 6% | 50 | +164% | 46 | − 7% | 50 | + 39% | 46 |
| Rhode Island .... | 66,341,000 | 41 | 70.95 | 34 | 10.48 | 36 | +18% | 36 | +208% | 34 | + 4% | 36 | + 62% | 34 |
| South Carolina .. | 265,076,000 | 25 | 92.17 | 17 | 16.38 | 7 | +26% | 16 | +438% | 3 | +11% | 16 | +183% | 3 |
| South Dakota ... | 45,509,000 | 48 | 66.05 | 39 | 11.09 | 31 | +19% | 33 | +165% | 45 | + 4% | 33 | + 40% | 45 |
| Tennessee ...... | 280,469,000 | 20 | 65.24 | 41 | 11.28 | 30 | +33% | 5 | +283% | 16 | +17% | 5 | +102% | 16 |
| Texas ............ | 1,042,243,000 | 3 | 81.23 | 24 | 11.94 | 26 | +13% | 46 | +302% | 10 | 0% | 46 | +112% | 10 |
| Utah ............. | 132,047,000 | 36 | 104.14 | 5 | 17.58 | 3 | +28% | 12 | +292% | 14 | +13% | 12 | +106% | 14 |
| Vermont ......... | 26,478,000 | 50 | 54.82 | 46 | 9.41 | 40 | +31% | 7 | +142% | 49 | + 16% | 7 | + 27% | 49 |
| Virginia .......... | 425,797,000 | 11 | 82.92 | 23 | 12.08 | 24 | +21% | 26 | +296% | 11 | + 7% | 26 | +109% | 11 |
| Washington ..... | 380,250,000 | 14 | 103.95 | 6 | 13.81 | 14 | +23% | 20 | +177% | 41 | + 8% | 20 | + 46% | 41 |
| West Virginia .... | 148,120,000 | 33 | 79.68 | 26 | 13.31 | 20 | +20% | 30 | +202% | 35 | + 5% | 31 | + 59% | 35 |
| Wisconsin ...... | 433,482,000 | 10 | 93.20 | 16 | 13.53 | 16 | +19% | 31 | +180% | 40 | + 5% | 30 | + 47% | 40 |
| Wyoming ....... | 47,043,000 | 47 | 115.87 | 3 | 15.31 | 10 | +29% | 11 | +323% | 6 | +13% | 11 | +123% | 6 |
| 50-State Total .. | $16,964,030,000 | | $ 78.67 | | $11.22 | | +22% | | +235% | | + 7% | | + 76% | |

(a) Reported by M. M. Chambers of Illinois State University as state tax funds appropriated for operating expenses and scholarship programs for higher education. Not included are appropriations for capital outlay or sums which clearly originated from sources other than state taxes, such as student fees. Included are appropriations for annual operating expenses even if appropriated to some other agency of the state for ultimate allocation to institutions of higher education. Pre-allocated state taxes whose proceeds are dedicated to any institution of higher education are included even though the process of periodic appropriation by the legislature may be bypassed. Also included are state tax funds appropriated for scholarships and statewide governing or coordinating boards.

(b) State appropriations divided by the U. S. Census Bureau's provisional estimates of

(c) State appropriations divided by state personal income, in thousands of dollars, reported by the U. S. Commerce Department for 1977.

(d) Increase in appropriations for 1978-79 over those for 1976-77, as reported by M. M. Chambers.

(e) Increase in appropriations for 1978-79 over those for 1968-69, as reported by M. M. Chambers.

(f) Two-year increase in appropriations adjusted for inflation of 13.6 per cent during the two years ending last June, as measured by D. Kent Halstead's Higher Education Price Index of prices paid by colleges and universities for goods and services.

(g) Ten-year increase in appropriations adjusted for inflation of 89.9 per cent during the 10 years ending last June, as measured by the Higher Education Price Index.

Table 4

## APPROPRIATIONS, TOTAL AND PER FTE STUDENT, IN PUBLIC SENIOR UNIVERSITIES AND COLLEGES, SREB STATES, 1978-79

| | APPROPRIATIONS | | | APPROPRIATIONS PER FTE STUDENT | | |
|---|---|---|---|---|---|---|
| | UNIVERSITIES | COLLEGES | TOTAL | UNIVERSITIES | COLLEGES | TOTAL |
| Alabama | $ 123,876,049 | $ 67,111,047 | $ 190,987,096 | $ 2,351 | $ 2,000 | $ 2,214 |
| Arkansas | 27,271,762 | 57,632,047 | 84,903,809 | 2,075 | 2,141 | 2,119 |
| Florida | 159,729,739 | 73,368,417 | 233,311,029[a] | 2,528 | 2,665 | 2,572 |
| Georgia | 141,970,342 | 78,580,775 | 220,551,117 | 3,014 | 1,866 | 2,472 |
| Kentucky | 74,679,850 | 103,365,524 | 178,045,374 | 2,459 | 2,512 | 2,490 |
| Louisiana | 118,299,196 | 60,045,807 | 178,345,003 | 1,915 | 1,863 | 1,897 |
| Maryland | 122,626,273 | 64,318,893 | 186,945,166 | 3,732 | 2,076 | 2,928 |
| Mississippi | 64,457,735 | 40,989,260 | 105,446,995 | 2,458 | 2,686 | 2,542 |
| North Carolina | 116,901,154 | 130,614,996 | 247,516,150 | 2,849 | 2,388 | 2,868 |
| South Carolina | 88,765,963 | 49,095,171 | 137,861,134 | 2,909 | 2,234 | 2,657 |
| Tennessee | 134,926,564 | 42,854,628 | 177,781,192 | 2,084 | 2,036 | 2,072 |
| Texas | 489,332,138 | 126,532,946 | 615,865,084 | 2,415 | 2,095 | 2,342 |
| Virginia | 172,498,880 | 68,040,635 | 240,539,515 | 2,554 | 1,700 | 2,236 |
| West Virginia | 43,510,000 | 57,635,000 | 101,145,000 | 2,362 | 2,130 | 2,224 |
| SREB Region | 1,878,845,645 | 1,020,185,146 | 2,899,243,664[a] | 2,498 | 2,148 | 2,363 |

[a] Includes $212,873 in reserve funds that are not yet distributed to specific institutions.

Source: Southern Regional Education Board

## Table 5

## APPROPRIATIONS PER FTE STUDENT, PUBLIC TWO-YEAR INSTITUTIONS
## SREB STATES, 1978-79

| | BRANCHES & JR. COLLEGES | TECHNICAL INSTITUTIONS | TOTAL 2-YEAR |
|---|---|---|---|
| Alabama | -- | --[b] | --[b] |
| Arkansas | $2,336 | $1,854 | $1,946 |
| Florida | -- | 1,395 | 1,395 |
| Georgia | -- | 1,698 | 1,698 |
| Kentucky | -- | 1,385 | 1,385 |
| Louisiana | 2,495 | 1,380 | 1,728 |
| Maryland | -- | 1,075 | 1,075 |
| Mississippi | -- | --[b] | --[b] |
| North Carolina | -- | -- | -- |
| South Carolina | 1,308 | 1,342[c] | 1,340 |
| Tennessee | -- | 1,705 | 1,705 |
| Texas | -- | 1,614 | 1,614 |
| Virginia | 1,664 | 1,577 | 1,579 |
| West Virginia | 2,216 | 1,573 | 1,688 |
| SREB Region[d] | 2,039 | 1,479 | 1,512 |

[a] Separate appropriations per student for academic and technical programs will be supplied to the states that reported these separations.

[b] Alabama and Mississippi are not entered due to reporting differences.

[c] Includes a substantial amount of appropriations for continuing education enrollment for which credit hours are not awarded.

[d] Regional averages do not include Alabama's and Mississippi's data, as well as North Carolina's, which are not available.

Source: Southern Regional Education Board

## APPROPRIATIONS FOR FUTURE YEARS

Estimates of the need for State support of postsecondary education in the five years through 1983-84 are shown in Table 6. The source of the figures was the five-year plans submitted early in 1979 by State agencies to the Division of State Planning of the Budget and Control Board. Appropriation request increases from 1978-79 have been projected by the institutions and agencies in accordance with four prescribed categories: increases needed for higher salaries and other higher costs of continuing current activities, increases needed to overcome current deficiencies, increases needed to cover projected growth, and increases needed for new programs.

The postsecondary institutions and agencies project total appropriation requests of $496,760,183 for 1983-84. These amount to overall increases of $237,828,027 or 92% from the 1978-79 figure of $258,932,156. The projected overall increases are categorized as follows:

Increases in Appropriation Requests, 1983-84 over 1978-79, Projected by Postsecondary Institutions and Agencies

| | | % |
|---|---|---|
| Increases for continuing operations | $138,078,804 | 58 |
| Increases to overcome deficiencies | 66,050,594 | 28 |
| Increases for growth | 31,846,099 | 13 |
| Increases for new programs | 1,852,530 | 1 |
| Total Projected Increases | $237,828,027 | 100 |

The above figures, although estimates, are substantially realistic. It is of interest to note, however, that the projected total appropriation requests of $496,760,183 for 1983-84 amount to 20.2% of projected State revenues, compared to 18.5% for 1978-79.

## Table 6

## TEN-YEAR COMPARISON OF ACTUAL AND PROJECTED STATE EDUCATIONAL APPROPRIATIONS CONTINUING PLUS DEFICIENCIES, GROWTH, AND NEW PROGRAMS

| | 1974-75 | 1975-76 | 1976-77 | 1977-78 | 1978-79 | 1979-80 | 1980-81 | 1981-82 | 1982-83 | 1983-84 |
|---|---|---|---|---|---|---|---|---|---|---|
| TATE APPROPRIATION FOR UBLIC COLLEGES AND NIVERSITIES: | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| INTHROP | 6,945,010 | 7,541,168 | 7,268,073 | 7,739,270 | 8,460,128 | 8,728,840 | 12,709,720 | 13,901,281 | 15,796,315 | 18,357,349 |
| HE CITADEL | 5,878,074 | 6,324,419 | 6,423,144 | 6,929,791 | 7,201,462 | 7,517,837 | 9,543,644 | 10,189,108 | 11,424,677 | 13,075,414 |
| . C. STATE | 6,807,997 | 7,917,907 | 7,954,940 | 8,675,259 | 9,264,240 | 9,752,135 | 13,755,355 | 15,108,900 | 16,490,166 | 17,614,655 |
| RANCIS MARION | 3,569,427 | 3,846,387 | 3,986,725 | 4,151,290 | 4,774,859 | 4,771,615 | 6,463,693 | 7,020,769 | 7,856,348 | 8,790,629 |
| OLLEGE OF CHARLESTON | 6,958,333 | 7,854,831 | 7,930,330 | 8,684,307 | 9,216,003 | 9,591,907 | 11,760,636 | 13,097,664 | 14,526,949 | 15,983,136 |
| ANDER | 2,467,073 | 2,872,950 | 2,896,082 | 3,054,239 | 3,344,450 | 3,534,389 | 4,619,519 | 5,358,229 | 6,112,989 | 6,906,678 |
| EDICAL UNIV. (INCL. HOSP.) | 42,497,047 | 43,529,374 | 44,606,168 | 49,110,402 | 56,120,909 | 59,509,149 | 77,191,691 | 85,224,876 | 95,736,553 | 105,258,658 |
| LEMSON (EDUC. & GENERAL) | 27,711,239 | 27,335,858 | 27,460,296 | 29,523,085 | 34,366,007 | 35,903,211 | 46,415,566 | 53,104,113 | 60,109,655 | 69,685,096 |
| .S.C.-COLUMBIA | 46,448,900 | 48,506,375 | 48,481,403 | 52,517,489 | 61,728,673 | 65,232,204 | 80,009,380 | 95,731,401 | 108,547,029 | 122,715,544 |
| .S.C.-AIKEN | 978,557 | 1,119,976 | 1,512,957 | 1,842,001 | 2,706,877 | 2,808,846 | 3,390,497 | 4,014,839 | 4,548,039 | 5,165,024 |
| .S.C.-COASTAL CAROLINA | 1,355,625 | 1,483,583 | 1,950,681 | 2,310,716 | 2,874,024 | 2,988,808 | 3,790,949 | 4,724,383 | 5,579,555 | 6,507,775 |
| .S.C.-SPARTANBURG | 1,158,078 | 1,621,879 | 2,145,574 | 2,545,137 | 3,719,305 | 3,876,204 | 4,819,833 | 5,818,427 | 6,822,925 | 7,944,453 |
| -YR. BRANCHES | 1,605,845 | 1,623,065 | 1,522,628 | 3,442,158 | 2,564,379 | 2,697,078 | 3,364,248 | 3,955,884 | 4,507,940 | 5,003,465 |
| TOTAL | 154,381,205 | 161,629,772 | 164,139,001 | 180,525,144 | 206,341,321 | 216,912,223 | 277,834,731 | 317,249,874 | 358,059,140 | 403,007,876 |
| TATE APPROPRIATION FOR OMMISSION ON HIGHER ED.: | | | | | | | | | | |
| PERATIONS | 459,281 | 530,773 | 516,079 | 550,106 | 620,917 | 678,274 | 929,928 | 902,679 | 989,527 | 1,090,604 |
| ERVICE PROGRAMS | 638,602 | 610,752 | 607,022 | 626,006 | 812,620 | 801,620 | 849,620 | 849,620 | 844,270 | 851,120 |
| TOTAL | 1,097,883 | 1,141,525 | 1,123,101 | 1,176,112 | 1,433,537 | 1,479,894 | 1,779,548 | 1,752,299 | 1,833,797 | 1,941,724 |
| TATE APPROPRIATION FOR TECH-ICAL (& COMP.) EDUCATION: | 29,064,086 | 29,899,743 | 31,164,255 | 33,851,381 | 41,797,172 | 44,550,574 | 60,132,205 | 65,347,556 | 73,096,790 | 82,040,752 |
| TATE APPROPRIATION FOR TUITION ID GRANTS - PRIVATE COLLEGES: | 6,178,875 | 7,245,138 | 7,320,594 | 8,322,726 | 9,360,126 | 9,372,552 | 9,688,598 | 9,712,943 | 9,740,680 | 9,769,831 |
| OTAL STATE APPROPRIATION FOR OSTSECONDARY EDUCATION: | 190,722,049 | 199,916,178 | 203,746,951 | 223,875,363 | 258,932,156 | 272,315,243 | 349,435,082 | 394,062,672 | 442,730,407 | 496,760,183 |
| OSTSECONDARY EDUCATION S % OF STATE REVENUE: | 21.8 | 20.7 | 18.4 | 17.5 | 18.5 | 17.6 | 20.2 | 20.2 | 20.3 | 20.2 |
| OTAL STATE APPROPRIATIONS OR DEPARTMENT OF EDUCATION: | 351,255,607 | 369,595,672 | 391,418,312 | 451,548,688 | 503,110,892 | 578,591,568 | 674,715,609 | 751,657,337 | 838,101,030 | 902,145,944 |
| LEMENTARY & SECONDARY EDUCA-ION AS % OF STATE REVENUE: | 40.2 | 38.3 | 35.3 | 35.3 | 35.9 | 37.4 | 39.0 | 38.6 | 38.5 | 36.8 |
| OTAL STATE APPROPRIATION FOR LL EDUCATION: | 541,977,656 | 569,511,850 | 595,165,263 | 675,424,031 | 762,043,048 | 850,906,811 | 1,024,150,691 | 1,145,720,009 | 1,280,831,437 | 1,398,906,127 |
| LL EDUCATION AS % OF TATE REVENUE: | 62.0 | 59.0 | 53.8 | 52.8 | 54.4 | 55.1 | 59.3 | 58.9 | 58.9 | 57.0 |
| OTAL STATE GENERAL REVENUE | 873,330,008 | 964,341,967 | 1,105,948,080 | 1,277,305,810 | 1,398,673,000 | 1,543,000,000 | 1,727,000,000 | 1,945,000,000 | 2,172,000,000 | 2,450,000,000 |

## BUDGETARY PROCESS

### Present Procedures

Each January the Commission requests of all public senior college and university presidents, as well as of Commission members and interested legislative and executive agency heads, suggestions for improvement of the Appropriation Formula to be used in the forthcoming fall budgetary process. These suggestions, as well as those emanating from the Commission staff, are reviewed by the Commission's Business and Finance Committee. The Committee's recommendations are presented in May to the full Commission, which adopts a revised Formula in June.

In mid-September each public senior college and university (other than medical institutions) submits concurrently to the Commission and to the Budget and Control Board staff two budgetary documents covering the following fiscal year: (1) a lengthy line-item budget request on forms supplied by the Board to all State agencies, and (2) an Appropriation Formula computation of several pages on forms supplied by the Commission. Since the Formula is not applicable to MUSC and the USC School of Medicine, they submit only line-item budget requests. The State Board for Technical and Comprehensive Education (SBTCE) also submits to the Commission a copy of its complete line-item budget request plus a statement summarizing the estimated budgetary amounts applicable solely to the associate degree programs at its technical colleges and centers.

Early in October the presidents of the public senior colleges and universities and the Executive Director of SBTCE make oral presentations to the Commission in augmentation of budgetary documents submitted earlier. The Commission's Executive Committee meets the following day to consider the budgetary documents, oral presentations, and staff analyses in order to formulate the Committee's recommendations to the full Commission. A week later the full Commission meets to consider the Executive Committee's recommendations and to determine the Commission's recommendations to the Budget and Control Board and to the General Assembly. The Commission's recommendations for all non-medical institutions except for SBTCE are based primarily on the Appropriation Formula.

In mid-October the Commission appears before the Budget and Control Board, the Senate Finance Committee, and the House Ways and Means Committee in order to recommend appropriations for the following fiscal year for the public senior colleges and universities and for the associate degree programs of SBTCE. The recommendations are presented by the Commission in accordance with the budgetary provisions of Act 410, 1978 (See Appendix A).

During consideration of the annual General Appropriation Bill, the General Assembly determines the amount of the State appropriation for each senior institution, each two-year branch, and for the technical education system (SBTCE).

## Appropriation Formula

The Commission on Higher Education began the development of an appropriation formula in January, 1971. Its purpose was to fund the State's public colleges and universities more objectively, equitably, and adequately. The Commission has based its appropriation recommendations on the formula since 1972-73. The General Assembly, in the 1973-74 General Appropriation Act, directed the Budget and Control Board and the Commission to continue formula development. The 1974-75 recommendations of the Budget and Control Board, and the General Assembly's 1974-75 appropriations, were based primarily on the formula.

The 1975-76 recommendations of the Budget and Control Board were based on the formula. Although the General Assembly decided to abandon the formula for 1975-76 because of "emergency economic conditions," the 1975-76 General Appropriation Act stated that "the General Assembly will utilize a formula approach in subsequent years." A similar statement has appeared in all subsequent Appropriation Acts.

The 1980-81 version of the formula, based largely on the recommendations of the Task Force on the Appropriation Formula, is attached as Appendix D. The Commission is studying the modification of this formula for application to the medical and technical institutions.

## Recommended Budget Process Improvements

It is recommended that the budgetary requirements of the Budget and Control Board, the General Assembly, and the Commission on Higher Education be reconciled to enable the public colleges and universities and the State Board for Technical and Comprehensive Education to prepare appropriation requests using one format and one comprehensive set of instructions.

It is recommended that the excessive detail now required in the Budget and Control Board's line-item budgets be sharply reduced. Details of actual expenditures are already available in the quarterly statements required under the Fiscal Accountability Act; forecast expenditures are reliable in broad categories only. Employee position reconciliations for State control purposes should be accomplished at other times rather than needlessly complicating and delaying appropriation requests.

It is recommended that the Budget and Control Board and the Commission on Higher Education agree each year on basic allocations and guidelines for the institutions of higher learning. The Budget and Control Board should advise the Commission as to the share of State revenues anticipated to be available for higher education. The Commission should, in turn, determine (by formula and/or other methods) the basic allocation of each institution. These procedures were initiated in 1979.

It is recommended that the General Assembly include appropriate provisions in the annual General Appropriation Act to adjust appropriations based on actual enrollments. It is further recommended that the State Auditor's Office reinstitute its former practice of verifying computation of FTE student enrollments.

With regard to improvements in the budget provisions of the S.C. Code pertaining to the Commission (Appendix A), it is recommended that:

1. In Section 59-103-35, the provision dealing with federal grants, which is inapplicable, be deleted.
2. In Subparagraph (3), Section 59-103-35, the word "and" be corrected to "in" so as to read "shifts in categories of persons served," and that "capital improvements," as a category of operating expenditures to be prioritized, be deleted.
3. In Section 59-103-35, the requirements that the Commission's recommendations concerning SBTCE budgets be confined to "college parallel, transferable and associate degree programs" be reconsidered. This limitation is impractical because students in such programs are usually intermingled with students in other programs.

## STUDENT FEES

Data compiled by the Southern Regional Education Board (Table 7) indicate that tuition and fees required of full-time students by the South Carolina public senior colleges and universities are among the highest in the South. It is therefore recommended that the institutional governing boards exercise moderation with respect to future fee increases so that South Carolina fees will be at or near the Southern regional average, thereby keeping higher education accessible to as many South Carolina students as possible.

An analysis of required student fees for 1978-79 is at Table 8.

The latest report by the U. S. Department of Health, Education, and Welfare on migration of college students (Table 9) shows that the number of South Carolina students attending college in other states is about the same as the number of out-of-state students attending South Carolina institutions of higher learning. Data from the same report indicate that the number of South Carolinians

## Table 7

## AVERAGE ANNUAL TUITION AND REQUIRED FEES FOR RESIDENT AND NON-RESIDENT UNDERGRADUATE STUDENTS BY GROUP, 1978-79

| | UNIVERSITIES | | | | SENIOR COLLEGES | | | | TWO-YEAR INSTITUTIONS | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 100+ PhD's/yr. | | Other | | Master's | | Baccalaureate | | Branches, Jr. Colls., & Tech. Insts. | | | |
| | Res. | Non-Res. | Res. | Non-Res. | Res. | Non-Res. | Res. | Non-Res. | Res. | Non-Res. | Res. | Non-Res. |
| Alabama[a] | $634 | $1,306 | $704 | $ 914 | $517 | $ 712 | $540 | $ 540 | -- | -- | $270[a] | $ 270[a] |
| Arkansas | 460 | 1,090 | -- | -- | 476 | 897 | 474 | 1,090 | 482 | 760 | 280 | 560 |
| Florida | 724 | 1,889 | 726 | 2,166 | 726 | 2,166 | -- | -- | -- | -- | 375 | 801 |
| Georgia | 643 | 1,632 | 695 | 1,862 | 534 | 1,248 | 509 | 1,081 | -- | -- | 424 | 1,056 |
| Kentucky | 550 | 1,500 | 570 | 2,000 | 483 | 1,253 | -- | -- | -- | -- | 390 | 1,000 |
| Louisiana | 554 | 1,485 | 464 | 1,134 | 467 | 1,136 | 410 | 1,040 | 273 | 835 | 340 | 970 |
| Maryland | 790 | 2,380 | -- | -- | 774 | 1,699 | 750 | 1,650 | -- | -- | 450 | 1,760[b] |
| Mississippi | -- | -- | 685 | 1,485 | 575 | 1,370 | -- | -- | -- | -- | 280 | 740 |
| North Carolina | 544 | 2,255 | 600 | 2,318 | 534 | 2,234 | 529 | 2,077 | -- | -- | N/A | N/A[c] |
| South Carolina | 732 | 1,692 | 830 | 1,780 | 651 | 1,383 | 623 | 1,468 | 630 | 1,540 | 300 | 496 |
| Tennessee | 510 | 1,446 | 402 | 1,104 | 475 | 1,399 | -- | -- | -- | -- | 239 | 959[d] |
| Texas | 391 | 1,415 | 349 | 1,388 | 344 | 1,408 | 267 | 1,347 | -- | -- | N/A | N/A[c] |
| Virginia | 821 | 1,791 | 913 | 1,847 | 900 | 1,454 | 846 | 1,490 | 480 | 810 | 300 | 1,005 |
| West Virginia | 459 | 1,479 | -- | -- | 310 | 1,315 | 354 | 1,294 | 318 | 1,258 | 142 | 612 |
| SREB Region | 554 | 1,500 | 685 | 1,780 | 526 | 1,377 | 519 | 1,321 | 480 | 835 | 300 | 801 |

NOTE: Annual tuition includes two semesters or three quarters. Regional figures are medians of the state means.

[a] Average of $240 for junior colleges and $300 for technical colleges.
[b] Maryland has a separate rate for non-county, in-state residents ($936).
[c] North Carolina's and Texas' data are not available as yet.
[d] In Tennessee, technical institutes do not charge additional tuition for non-residents. Community colleges do.

Source: National Association of State Universities and Land Grant Colleges; American Association of State Colleges and Universities; Tech. Inst. data from the annual SREB regional data exchange. Information missing from the above sources was collected directly from the institutions by SREB.

## Table 8

## SOUTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES
## ANALYSIS OF REQUIRED STUDENT FEES, 1978-79
## FOR FULL-TIME, SOUTH CAROLINA UNDERGRADUATES

| | U.S.C. Columbia | Clemson | Winthrop | Citadel | S.C. State | College of Chrlstn. | Francis Marion | Lander | Medical Univ.** | U.S.C. Other Campus |
|---|---|---|---|---|---|---|---|---|---|---|
| UMMARY OF REQUIRED FEES* ACCORDING TO USE: | | | | | | | | | | |
| For Debt Service and Capital Expenditures | $ 255 | $ 220 | $ 160 | $ 200 | $ 165 | $ 150 | $ 50 | $ 100 | $ 470 | $ 0 |
| For Auxiliary Enterprises Expenditures | 103 | 135 | 80 | 175 | 276## | 40 | 0 | 63 | 35 | 0 |
| For Educational and General Expenditures | 374 | 475 | 575 | 525 | 159 | 360 | 410 | 437 | 155 | 630 |
| TOTAL REQUIRED FEES | $ 732 | $ 830 | $ 815 | $ 900x | $ 600 | $ 550 | $ 460 | $ 600 | $ 660 | $ 630 |
| % for Debt Service and Capital Expenditures | 35% | 27% | 20% | 22% | 27% | 27%# | 11%# | 17%# | 71% | 0% |
| % for Auxiliary Enterprises Expenditures | 14% | 16% | 10% | 20% | 47% | 7% | 0% | 10% | 5% | 0% |
| % for Educational and General Expenditures | 51% | 57% | 70% | 58% | 26% | 66%# | 89%# | 73%# | 24% | 100% |

EMO:

| | U.S.C. Columbia | Clemson | Winthrop | Citadel | S.C. State | College of Chrlstn. | Francis Marion | Lander | Medical Univ.** | U.S.C. Other Campus |
|---|---|---|---|---|---|---|---|---|---|---|
| Total Required Fees For Full Time Out of State Undergraduates | $1692 | $1780 | $1515 | $1760x | $1300 | $1450 | $ 960 | $1200 | $1320 | $1540 |
| Out of State Differential | $ 960 | $ 950 | $ 700 | $ 860 | $ 700 | $ 900 | $ 500 | $ 600 | $ 660 | $ 910 |
| % Over South Carolina Residents | 131% | 114% | 86% | 96% | 117% | 164% | 109% | 100% | 100% | 144% |

* Include Tuition fee, but exclude room and board.
# Tuition fee used for Educational and General Expenditures.
* Pharmacy, Nursing, and Allied Health only.
# Include Agency Funds.
x Freshmen $50 less.

Table 9

## RESIDENCE AND MIGRATION OF COLLEGE STUDENTS, SOUTH CAROLINA, FALL 1975

| CATEGORY OF STUDENT | TOTAL | MEN | WOMEN |
|---|---|---|---|
| Total S. C. Residents Enrolled in U. S. (items 2 + 4) | 134,369 | 74,935 | 59,434 |
| Total S. C. Residents Enrolled Out-of-State (Outmigrants) | 18,541 | 10,426 | 8,115 |
| Total Out-of-State Residents Enrolled in S. C. (Inmigrants) | 19,554 | 12,318 | 7,236 |
| a. U. S. Citizens | (18,488) | (11,542) | (6,946) |
| b. Foreign Students | ( 1,066) | ( 776) | ( 290) |
| Total S. C. Residents Enrolled in S. C. (Remaining) | 115,828 | 64,509 | 51,319 |
| Total S. C. Enrollment (items 3 + 4) | 135,382 | 76,827 | 58,555 |
| S. C. Enrollment plus Outmigrants (items 2 + 5) (at the national level this number results in double counting) | (153,923) | (87,253) | (66,670) |

SOURCE: National Center for Education Statistics going to college elsewhere in the South is greater than the number of other Southerners attending college in South Carolina. These facts, coupled with the fact that non-resident fees of South Carolina public colleges and universities are close to the Southern regional average, suggest that non-resident fees in South Carolina are at approximately the proper level. Substantial increases in out-of-State fees might result in retaliation by other states. Such increases would also work against current SREB efforts to encourage reciprocity among the Southern states.

An analysis of Fall, 1978, enrollments showing non-resident percentages is shown on Table 10.

An April, 1977, SREB report shows that students at South Carolina public senior colleges and universities pay for a smaller proportion of current educational and general expenses than do their counterparts in other Southern states. According to the report, the primary reason for the low student contribution (despite high tuition and fee levels) and the correspondingly high State contribution to educational and general expenses is South Carolina's reliance on student fees for capital expenditures and debt service. Most other Southern states finance college and university buildings with general obligation bonds, thereby enabling the institutions to utilize a substantially larger share of student fee income for educational and general expenses. Assuming that older South Carolina public colleges and universities will continue to use a portion of student fees for capital expenditures and debt service, and that newer institutions will also be permitted to use appropriate portions of student fees for similar purposes, South Carolina students will be paying, as at present, a much larger proportion of the cost of their education than is generally realized.

## FACULTY SALARIES

The latest (1978-79) comparison by the Southern Regional Education Board (Tables 11-14) shows that average salaries of full-time faculty at South Carolina public senior colleges and universities are close to the SREB regional

Table 10

### SOUTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES
### 1978 OPENING FALL ENROLLMENT
### RESIDENT AND NON-RESIDENT COMPARISONS

| | Resident | Non-Resident | Total | % Non-Resident |
|---|---|---|---|---|
| The Citadel | 2,170 | 1,183 | 3,353 | 35.3 |
| Clemson University | 9,100 | 2,227 | 11,327 | 19.7 |
| College of Charleston | 4,923 | 241 | 5,164 | 4.7 |
| Francis Marion | 2,682 | 21 | 2,703 | 0.8 |
| Lander College | 1,627 | 67 | 1,694 | 4.0 |
| Medical University | 1,874 | 218 | 2,092 | 10.4 |
| S.C. State College | 3,232 | 205 | 3,437 | 6.0 |
| U.S.C.-Columbia* | 21,037 | 3,845 | 24,842 | 15.3 |
| U.S.C.-Aiken | 1,543 | 77 | 1,620 | 4.8 |
| U.S.C.-Coastal | 1,655 | 97 | 1,752 | 5.5 |
| U.S.C.-Spartanburg | 2,214 | 76 | 2,290 | 3.3 |
| U.S.C.-2-Year Branches | 2,549 | 76 | 2,625 | 2.9 |
| Winthrop College | 4,003 | 637 | 4,640 | 13.7 |
| Total | 58,609 | 8,930 | 67,539 | 13.2 |

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*Including General Studies and the Medical School.

Table 11

## AVERAGE SALARIES OF FULL-TIME FACULTY MEMBERS FOR UNIVERSITIES BY FACULTY RANK, IN RANK ORDER, SREB STATES, 1978-79

| | PROFESSOR | | ASSOCIATE PROFESSOR | | ASSISTANT PROFESSOR | | INSTRUCTOR | | UNDESIGNATED RANK | | ALL RANKS AVERAGE | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank |
| abama | $26,456 | 7 | $20,984 | 5 | $16,926 | 7 | $13,395 | 7 | $13,902 | 6 | $20,147 | 10 |
| kansas | 25,258 | 11 | 19,866 | 10 | 16,439 | 11 | 12,974 | 9 | 10,305 | 8 | 20,901 | 4 |
| orida | 25,964 | 8 | 19,699 | 11 | 17,121 | 5 | 14,301 | 2 | 14,259 | 3 | 20,792 | 6 |
| orgia | 27,615 | 4 | 21,131 | 4 | 17,347 | 2 | 14,168 | 3 | -- | -- | 21,361 | 2 |
| ntucky | 27,048 | 5 | 20,699 | 6 | 16,986 | 6 | 14,368 | 1 | 9,552 | 9 | 21,242 | 3 |
| uisiana | 24,409 | 13 | 19,397 | 13 | 16,187 | 13 | 12,687 | 12 | -- | -- | 18,897 | 13 |
| ryland | 28,738 | 2 | 21,359 | 3 | 17,293 | 3 | 13,399 | 6 | 14,135 | 5 | 20,626 | 7 |
| ssissippi | 24,500 | 12 | 19,644 | 12 | 16,537 | 10 | 12,091 | 13 | 17,104 | 1 | 19,525 | 12 |
| rth Carolina [a] | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| uth Carolina | 27,916 | 3 | 21,431 | 2 | 17,128 | 4 | 13,675 | 4 | 14,866 | 2 | 20,876 | 5 |
| nnessee | 25,451 | 10 | 20,056 | 9 | 16,752 | 9 | 12,966 | 10 | -- | -- | 19,759 | 11 |
| xas [b] | 26,751 | 6 | 20,611 | 7 | 16,813 | 8 | 12,764 | 11 | -- | -- | 20,384 | 8 |
| rginia | 29,758 | 1 | 22,065 | 1 | 17,392 | 1 | 13,574 | 5 | 14,193 | 4 | 21,467 | 1 |
| st Virginia | 25,689 | 9 | 20,519 | 8 | 16,276 | 12 | 13,050 | 8 | 13,374 | 7 | 20,155 | 9 |
| EB Region | 26,694 | | 20,612 | | 16,931 | | 13,169 | | 14,552 | | 20,480 | |

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Faculty salary information from North Carolina not available as yet.

Texas' data are average budgeted salaries for both full-time and part-time faculty.

131

132

SOURCE: Southern Regional Education Board

Table 12

## AVERAGE SALARIES OF FULL-TIME FACULTY MEMBERS FOR SENIOR COLLEGES BY FACULTY RANK, IN RANK ORDER, SREB STATES, 1978-79

| | PROFESSOR | | ASSOCIATE PROFESSOR | | ASSISTANT PROFESSOR | | INSTRUCTOR | | UNDESIGNATED RANK | | ALL RANKS AVERAGE | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank |
| labama | $22,566 | 7 | $19,717 | 3 | $16,441 | 2 | $13,716 | 2 | $11,695 | 7 | $17,677 | 6 |
| rkansas | 20,901 | 12 | 17,931 | 13 | 15,241 | 13 | 12,481 | 13 | 11,561 | 8 | 16,407 | 12 |
| lorida | 23,112 | 4 | 19,281 | 4 | 16,199 | 4 | 13,177 | 5 | 18,925 | 1 | 18,485 | 2 |
| eorgia | 21,237 | 11 | 18,154 | 9 | 15,454 | 10 | 13,286 | 4 | -- | -- | 17,074 | 10 |
| entucky | 22,854 | 6 | 19,075 | 5 | 16,036 | 5 | 12,892 | 8 | 12,089 | 6 | 18,209 | 3 |
| ouisiana | 20,202 | 13 | 17,960 | 11 | 15,549 | 8 | 13,157 | 6 | -- | -- | 16,910 | 11 |
| aryland | 26,491 | 1 | 21,364 | 1 | 17,753 | 1 | 14,046 | 1 | 12,162 | 5 | 19,936 | 1 |
| ississippi | 21,436 | 10 | 17,939 | 12 | 15,289 | 11 | 12,880 | 9 | 16,057 | 3 | 16,350 | 13 |
| orth Carolina | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| outh Carolina | 23,478 | 3 | 18,666 | 6 | 15,768 | 6 | 12,766 | 11 | 10,752 | 9 | 17,452 | 7 |
| ennessee | 23,101 | 5 | 18,616 | 7 | 15,245 | 12 | 12,602 | 12 | -- | -- | 17,682 | 5 |
| exas | 23,537 | 2 | 19,856 | 2 | 16,258 | 3 | 13,501 | 3 | -- | -- | 17,904 | 4 |
| irginia | 22,471 | 8 | 18,614 | 8 | 15,512 | 9 | 12,788 | 10 | 12,209 | 4 | 17,434 | 8 |
| est Virginia | 21,497 | 9 | 17,998 | 10 | 15,610 | 7 | 12,979 | 7 | 16,397 | 2 | 17,077 | 9 |
| REB Region | 22,566 | | 18,913 | | 15,896 | | 13,161 | | 13,548 | | 17,622 | |

ource: Southern Regional Education Board

## Table 13

## AVERAGE SALARIES OF FULL-TIME FACULTY MEMBERS FOR 2-YEAR BRANCHES & JUNIOR COLLEGES BY FACULTY RANK, IN RANK ORDER, SREB STATES, 1978-79

| | PROFESSOR | | ASSOCIATE PROFESSOR | | ASSISTANT PROFESSOR | | INSTRUCTOR | | UNDESIGNATED RANK | | ALL RANKS AVERAGE | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank |
| labama | $ -- | -- | $ -- | -- | $ -- | -- | $ -- | -- | $ -- | -- | $ -- | -- |
| rkansas | -- | -- | 16,538 | 3 | 15,180 | 1 | 12,350 | 4 | 12,103 | 1 | 12,905 | 5 |
| lorida | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| eorgia | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| entucky | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| ouisiana | 19,679 | 2 | 16,128 | 4 | 14,484 | 4 | 12,577 | 2 | -- | -- | 14,561 | 4 |
| aryland | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| ississippi | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| orth Carolina | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| outh Carolina | -- | -- | 18,134 | 2 | 14,129 | 5 | 12,707 | 1 | -- | -- | 14,667 | 3 |
| ennessee | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| exas | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| irginia | 20,500 | 1 | 18,234 | 1 | 14,680 | 2 | -- | -- | -- | -- | 16,684 | 1 |
| est Virginia | 18,744 | 3 | 15,976 | 5 | 14,525 | 3 | 12,477 | 3 | -- | -- | 15,552 | 2 |
| REB Region | 19,377 | | 17,000 | | 14,461 | | 12,567 | | 12,103 | | 16,217 | |

ource: Southern Regional Education Board

## Table 14

### AVERAGE SALARIES OF FULL-TIME FACULTY MEMBERS FOR 2-YEAR TECHNICAL INSTITUTIONS BY FACULTY RANK, IN RANK ORDER, SREB STATES, 1978-79

| | PROFESSOR | | ASSOCIATE PROFESSOR | | ASSISTANT PROFESSOR | | INSTRUCTOR | | UNDESIGNATED RANK | | ALL RANKS AVERAGE | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank | Av. Sal. | Rank |
| Alabama | $ -- | -- | $ -- | -- | $ -- | -- | $16,849 | 1 | $ -- | -- | $ 16,849 | 2 |
| Arkansas | -- | -- | -- | -- | -- | -- | -- | -- | 13,807 | 3 | 13,807 | 8 |
| Florida | -- | -- | -- | -- | -- | -- | -- | -- | 16,349 | 1 | 16,349 | 3 |
| Georgia | 18,431 | 5 | 16,829 | 5 | 14,741 | 4 | 13,036 | 5 | -- | -- | 15,026 | 5 |
| Kentucky | 17,607 | 7 | 15,037 | 7 | 12,973 | 7 | 12,098 | 8 | -- | -- | 13,779 | 9 |
| Louisiana | 18,417 | 6 | 16,100 | 6 | 14,017 | 6 | 11,385 | 9 | -- | -- | 13,638 | 10 |
| Maryland | 25,769 | 1 | 21,405 | 1 | 17,461 | 1 | 14,272 | 2 | 13,971 | 2 | 19,956 | 1 |
| Mississippi | -- | -- | -- | -- | -- | -- | -- | -- | 13,420 | 4 | 13,420 | 11 |
| North Carolina [a] | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| South Carolina | -- | -- | -- | -- | -- | -- | 13,070 | 4 | 12,354 | 5 | 12,985 | 12 |
| Tennessee | 20,839 | 2 | 17,084 | 4 | 14,900 | 2 | 13,147 | 3 | -- | -- | 15,000 | 6 |
| Texas [a] | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Virginia | 20,090 | 3 | 17,434 | 2 | 14,858 | 3 | 12,502 | 6 | 9,781 | 7 | 15,320 | 4 |
| West Virginia | 18,784 | 4 | 17,234 | 3 | 14,705 | 5 | 12,211 | 7 | 11,853 | 6 | 14,140 | 7 |
| SREB Region | 22,957 | | 18,669 | | 15,231 | | 14,602 | | 15,264 | | 15,774 | |

[a] Faculty salary information from North Carolina and Texas not available.

Source: Southern Regional Education Board

average faculty salaries of comparable institutions. Average faculty salaries at the South Carolina public two-year institutions (university branches and technical institutions) are lower than at similar institutions in most other states in the SREB region. It is recommended that South Carolina faculty salaries be maintained at or near the SREB regional average.

## OTHER FINANCIAL CONSIDERATIONS

### FUNDING OF SUMMER SCHOOL AND OFF-CAMPUS INSTRUCTION

Summer school instruction by the public senior colleges and universities is assumed to be self-supporting, which means that incremental summer school costs are covered by student fees. Similarly, instruction conducted on military bases by these institutions is also assumed to be self-supporting, in that student fees are considered to be adequate to cover the instructional costs involved.

Other off-campus instruction, including instruction by Educational Television, is funded in the same manner as on-campus instruction, which means that students in such courses are counted the same as students in conventional on-campus courses when computing State appropriations.

The funding of off-campus instruction will be examined as a part of the continuing planning responsibility of the Commission. Implementation of a uniform method of calculating program costs, now under study, will include funding of off-campus courses.

### PROGRAM COSTS

It is recommended that the Commission, the public colleges and universities, and the State Board for Technical and Comprehensive Education intensify their efforts to develop uniform procedures for the determination of program costs. Adoption or modification of procedures developed by the National Center for Higher Education Management Systems became practicable with completion of the

Commission's Data Element Dictionary and computerization of the institutions' data bases. In 1975 and 1976, the Commission sponsored and subsidized experimentation by the University of South Carolina and Clemson University with program cost computation. The results of that experimentation should now be used as the basis for further efforts by all concerned to arrive at uniform procedures for calculating and reporting program costs. Although cost is not the only criterion for judging new programs, it is an important consideration.

## LOCAL TAX SUPPORT

When the branches of the University of South Carolina and the institutions under the State Board for Technical and Comprehensive Education were created, local government units were required to meet a part of the cost of opening and operating the institutions. The level of local support for the USC regional campuses declined and in the 1979-80 General Appropriation Act, a proviso states that "units of local government shall not be required to provide funds for the operation of two-year branches of the University of South Carolina." This leaves the SBTCE operating the only public postsecondary educational institutions for which local tax support is provided. The Commission will study this situation and, if appropriate, submit recommendations to the General Assembly.

## REVENUE AND EXPENDITURES

A copy of the most recent analysis of revenue and expenditures of the public senior colleges and universities is attached as Table 15.

## REVIEW OF GRANT PROPOSALS

It is recommended that all applications for support from federal or other sources submitted by postsecondary educational institutions which require approval of the Budget and Control Board be referred to the Commission for review and comment to the Board. Failure to respond in the time allocated by the Board will be deemed as approval by the Commission.

## Table 15

## SOUTH CAROLINA PUBLIC SENIOR COLLEGES AND UNIVERSITIES
## ANALYSIS OF EDUCATIONAL AND GENERAL REVENUES AND EXPENDITURES, 1977-78

| | U.S.C. Columbia | Clemson* | Winthrop | Citadel | S. C. State | College of Charlstn. | Francis Marion | Lander | Medical Univ.* | U.S.C. Aiken | U.S.C. Coastal | U.S.C. Spartan-burg |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ENUE SOURCES | | | | | | | | | | | | |
| tudent Fees | 13% | 16% | 23% | 21% | 10% | 18%# | 19%# | 22%# | 1% | 29% | 28% | 28% |
| ederal Appropriations | | | | | 1% | | | | | | | |
| tate Appropriations | 68% | 67% | 69% | 74% | 69% | 74% | 75% | 73% | 71% | 61% | 66% | 62% |
| overnmental Grants & Contracts | 13% | 7% | 7% | 3% | 18% | 4% | 3% | 5% | 17% | 8% | 3% | 7% |
| rivate Gifts, Grants & Contracts | 1% | 4% | | 2% | 1% | 1% | 2% | | 6% | | | |
| ther Sources | 5% | 6% | 1% | | 1% | 3% | 1% | | 5% | 2% | 3% | 3% |
| OTAL EDUCATIONAL & GENERAL REVENUES | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| ENDITURE FUNCTIONS | | | | | | | | | | | | |
| nstruction | 51% | 43% | 45% | 43% | 42% | 51% | 40% | 47% | 52% | 57% | 58% | 53% |
| esearch | 8% | 8% | 1% | | 7% | 1% | 1% | | 13% | | | |
| ublic Service | | 6% | 1% | | | | | | | | | |
| cademic Support | 9% | 10% | 18% | 6% | 10% | 7% | 12% | 10% | 14% | 12% | 14% | 11% |
| tudent Services | 5% | 4% | 7% | 11% | 8% | 5% | 9% | 7% | 1% | 10% | 9% | 9% |
| nstitutional Support | 12% | 14% | 14% | 16% | 12% | 14% | 15% | 24% | 10% | 11% | 8% | 14% |
| peration & Maintenance of Plant | 13% | 13% | 13% | 22% | 15% | 21% | 21% | 12% | 10% | 10% | 11% | 13% |
| cholarships & Fellowships | 2% | 2% | 1% | 2% | 6% | 1% | 2% | | | | | |
| OTAL EDUCATIONAL & GENERAL EXPENDITURES | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Excludes Agricultural and Medical Public Service Activities
All Tuition Retained and Expended for Educational Purposes

## VII. FACILITIES

In the past eight years, during a period when enrollments were burgeoning, the facilities at the public postsecondary educational institutions have expanded significantly as shown below.

### Assignable Square Feet of Non-Residential Space, Public Institutions

| | 1971 | 1978 |
|---|---|---|
| Six oldest institutions | 5,446,509 | 7,868,161 |
| Three institutions under State College Board | 132,324 | 838,265 |
| USC regional campuses | 213,629 | 518,729 |
| Technical education institutions | 1,266,107 | 1,925,593 |
| TOTAL | 7,058,579 | 11,150,778 |

During the same period residential space increased from 3,208,934 square feet in 1971 to 3,579,034 square feet in 1978.

Table 16 shows that during the period 1968-78, the General Assembly provided $225.6 million from State appropriated funds to the public institutions for capital improvements. In addition, $65.7 million was provided through Institution Bonds funded with student tuition and $64.7 million through bonds funded from other non-appropriated sources. Significant amounts were also provided by federal grants and from local funds for the two-year institutions. A detailed report on expenditures during the period 1968-78 is included in Appendix E.

During 1978-79, the Commission conducted a study of facilities at the public institutions, taking into consideration existing facilities at non-public colleges and universities. The purpose was to develop procedures designed to make the best possible use of existing plants and to guide the Commission in

## Table 16

### CAPITAL FUNDS PROVIDED BY THE S.C. GENERAL ASSEMBLY FOR THE PUBLIC COLLEGES AND UNIVERSITIES

|  | 1968-71 | 1972 | 1973 | 1974 | 1975 | 1976 | 1977 | 1978 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| Clemson | $14,830,588 | $ 2,675,000 | $ 818,426 | $ 6,590,000 | $ -- | -- | $ 250,000 | $11,067,435 | $ 36,231,449 |
| U.S.C. Columbia | 22,417,993 | 2,800,000 | 3,315,282 | 9,400,000 | -- | -- | -- | 6,089,265 | 44,022,540 |
| Subtotal | 37,248,581 | 5,475,000 | 4,133,708 | 15,990,000 | -- | -- | 250,000 | 17,156,700 | 80,253,989 |
| Citadel | -- | 3,000,000 | 633,044 | 2,137,140 | -- | -- | -- | 1,741,750 | 7,511,934 |
| Coll. of Chars. | 5,785,000 | 5,182,200 | 5,250,000 | 3,857,600 | 825,000 | -- | 836,400 | 6,725,000 | 28,461,200 |
| Francis Marion | 8,995,500 | 3,125,000 | 3,105,000 | 680,000 | -- | -- | 125,000 | 2,867,000 | 18,897,500 |
| Lander | -- | -- | 2,692,000 | 3,218,000 | 250,000 | -- | 125,000 | 5,680,845 | 11,965,845 |
| S.C. State | 8,300,000 | 1,360,000 | 1,950,000 | 1,100,000 | 50,000 | -- | 300,000 | 1,337,470 | 14,397,470 |
| Winthrop | 712,500 | -- | 400,000 | 640,000 | -- | -- | -- | 1,726,650 | 3,479,150 |
| Subtotal | 23,793,000 | 12,667,200 | 14,030,044 | 11,632,740 | 1,125,000 | -- | 1,386,400 | 20,078,715 | 84,713,099 |
| U.S.C. Aiken | -- | -- | -- | 1,900,000 | 1,500,000 | -- | 24,000 | 1,220,000 | 4,644,000 |
| U.S.C. Coastal | -- | -- | 1,256,203 | 2,250,000 | 1,500,000 | -- | -- | 2,100,000 | 7,106,203 |
| U.S.C. Spart. | -- | -- | -- | 2,000,000 | 1,500,000 | -- | 37,500 | 1,350,000 | 4,887,500 |
| Subtotal | -- | -- | 1,256,203 | 6,150,000 | 4,500,000 | -- | 61,500 | 4,670,000 | 16,637,703 |
| M.U.S.C. | 10,499,148 | 500,000 | 7,553,837 | 5,000,000 | -- | -- | 2,400,000 | 4,524,000 | 30,476,985 |
| S.B.T.C.E. | 4,034,500 | -- | 4,866,360 | 750,000 | 1,875,000 | -- | -- | 1,976,640 | 13,502,500 |
| TOTAL | $75,575,229 | $18,642,200 | $31,840,152 | $39,522,740 | $7,500,000 | -- | $4,097,900 | $48,406,055 | $225,584,276 |

NOTE: 1. All funds were provided by the Capital Improvement Bonds Act, Act No. 1377, 1968, as amended, except direct appropriations of $8,047,955 provided by Act No. 354, 1973.

2. Clemson total includes $5,729,215 for facilities supporting public service activities which are not used in the Education and General or teaching activities for students.

its annual budget recommendations to the Budget and Control Board, while addressing the major academic and public service programs of public institutions in terms of priority use of resources. Based upon the results of that study, the Commission has taken the following actions which will be reflected in its periodic recommendations to the Budget and Control Board for funding facilities projects.

The Commission reaffirmed its position that State appropriations for the public institutions should be sufficient to enable those institutions to use current tuition income for financing capital improvements rather than for current operating expenses. (Student tuition and fees are discussed in detail in Chapter VI.)

The Commission reaffirmed its position that revenue-producing facilities, such as student dormitories, facilities for intercollegiate athletics, student dining rooms, and parking garages should be constructed and operated from the revenue derived from the facilities. (Justifiable exceptions may be presented for consideration and each will be judged on its merits.)

The Commission reaffirmed its position that all maintenance (including preventive and back-log) should be funded with operating funds. However, "catch-up" funding may be required in some instances.

The Commission in its evaluation of requests for capital improvements will:

1. utilize the "Grid Evaluation of Basic Facilities"(Table 17) as a reference;

2. consider the feasibility of leasing facilities for occasional or periodic activities;

3. consider the feasibility of contracts with non-public institutions and joint use of facilities as an alternative to new facilities;

4. work toward bringing all facilities up to at least a "Satisfactory" standard as defined in the Commission's Building Quality Evaluation Procedures Manual (Appendix F); and

## Table 17

## GRID EVALUATION OF BASIC FACILITIES FOR ALL COLLEGES AND UNIVERSITIES

| STANDARD ROOM-USE CATEGORIES | TEC | PRIVATE 2-YR | USC 2-YR | PRIVATE COLLEGES | PUBLIC COLLEGES | GENERAL PURPOSE UNIVERSITY | SPECIAL PURPOSE UNIVERSITY |
|---|---|---|---|---|---|---|---|
| 100 Classroom Facilities | | | | | | | |
| 110 classroom | + | + | + | + | + | + | + |
| 200 Laboratory Facilities | | | | | | | |
| 210 class laboratory | + | + | + | + | + | + | + |
| 220 special class laboratory | + | + | + | + | + | + | + |
| 230 individual study lab | + | + | + | + | + | + | + |
| 250 non-class laboratory | 0 | 0 | 0 | + | + | + | + |
| 255 non-class laboratory service | 0 | 0 | 0 | + | + | + | + |
| 300 Office Facilities | | | | | | | |
| 310 office | + | + | + | + | + | + | + |
| 350 conference room | + | + | + | + | + | + | + |
| 400 Study Facility | | | | | | | |
| 410 reading/study room | + | + | + | + | + | + | + |
| 420 stack | + | + | + | + | + | + | + |
| 430 open-stack reading room | + | + | + | + | + | + | + |
| 440 processing room | + | + | + | + | + | + | + |
| 455 study service | + | + | + | + | + | + | + |
| 500 Special Use Facility* | | | | | | | |
| 510 armory | 0 | 0 | 0 | + | + | + | 0 |
| 520 athletic/physical education | 0 | + | + | + | + | + | + |
| 523 athletic facility, spectator seating | 0 | + | + | + | + | + | 0 |
| 530 audiovisual, radio, TV | + | + | + | + | + | + | + |
| 540 clinic | + | + | + | + | + | + | + |
| 550 demonstration | + | + | + | + | + | + | + |
| 560 field building | + | 0 | 0 | 0 | 0 | + | 0 |
| 570 animal quarters | + | + | + | + | + | + | 0 |
| 575 animal quarters service | + | + | + | + | + | + | 0 |
| 580 greenhouse | + | + | + | + | + | + | + |
| 585 greenhouse service | + | + | + | + | + | + | + |
| 600 General Use Facilities | | | | | | | |
| 610 assembly | + | + | + | + | + | + | + |
| 620 exhibition | + | + | + | + | + | + | + |
| 630 food | + | + | + | + | + | + | + |
| 650 lounge | + | + | + | + | + | + | + |
| 660 merchandising facility | + | + | + | + | + | + | + |
| 670 recreation | + | + | + | + | + | + | + |
| 680 meeting room | + | + | + | + | + | + | + |
| 690 locker room | + | + | + | + | + | + | + |

*Facility requirements depend on Institutional mission.

+ = requires facility
0 = doesn't require facility

Table 17
(Continued)

| STANDARD ROOM-USE CATEGORIES | TEC | PRIVATE 2-YR | USC 2-YR | PRIVATE COLLEGES | PUBLIC COLLEGES | GENERAL PURPOSE UNIVERSITY | SPECIAL PURPOSE UNIVERSITY |
|---|---|---|---|---|---|---|---|
| 700 Supporting Facilities* | | | | | | | |
| 710 data processing/computer | + | + | + | + | + | + | + |
| 720 shop | + | + | + | + | + | + | + |
| 730 storage | + | + | + | + | + | + | + |
| 740 vehicle storage | + | + | + | + | + | + | + |
| 750 central food stores | 0 | 0 | 0 | 0 | 0 | + | + |
| 760 central laundry | 0 | 0 | 0 | 0 | 0 | + | + |
| 800 Health Care Facility | | | | | | | |
| 810 patient bedroom | 0 | + | 0 | + | + | + | + |
| 820 patient bath | 0 | + | 0 | + | + | + | + |
| 830 nurse station | + | + | + | + | + | + | + |
| 840 surgery | 0 | 0 | 0 | + | + | + | + |
| 850 treatment | 0 | + | 0 | + | + | + | + |
| 860 service laboratory | 0 | 0 | 0 | + | + | + | + |
| 870 supplies | + | + | + | + | + | + | + |
| 880 public waiting room | + | + | + | + | + | + | + |
| 890 service | + | + | + | + | + | + | + |
| Additional Basic Facilities | | | | | | | |
| a) Land | + | + | + | + | + | + | + |
| b) Outdoor recreation areas | + | + | + | + | + | + | + |
| c) Land for parking | + | + | + | + | + | + | + |
| d) Campus lighting | + | + | + | + | + | + | + |
| e) Fire protection | + | + | + | + | + | + | + |
| f) Central energy distribution facilities | + | + | + | + | + | + | + |
| g) Facilities to provide security | + | + | + | + | + | + | + |
| h) Drainage/irrigation | + | + | + | + | + | + | + |
| i) Streets/sidewalks | + | + | + | + | + | + | + |
| j) Lawns/plantings | + | + | + | + | + | + | + |
| k) Handicapped assessibility | + | + | + | + | + | + | + |
| l) Presidential facility | 0 | 0 | 0 | + | + | + | + |

+ = requires facility
0 = doesn't require facility

5. utilize the "Revised Procedures for Submission of Permanent Improvement Plans and Funding Capital Projects" (Appendix G).

In its annual budget request, the Commission will seek funds to employ consultants to conduct a survey of the conditions of existing facilities at the public institutions, to assist in determining the need for renovation and remodeling. The Commission will also seek funds to employ consultants to assist in evaluating complex, expensive, and sophisticated capital needs, such as those of schools of medicine.

The Commission will establish an advisory group including representatives from the institutions to:

1. develop appropriate space and utilization standards;

2. develop appropriate criteria for determining need for space; and

3. develop appropriate guidelines for use by the institutions in preparing energy conservation plans.

The Commission recommends that each public institution:

1. in requesting approval for permanent improvement projects, consider the priorities listed at the end of this chpater on page 124;

2. develop and maintain a preventive maintenance plan consistent with procedures adopted by the National Association of College and University Business Officers (NACUBO); and

3. utilize funds budgeted for maintenance for that purpose and not divert them to other operating expenses.

The Commission recommends that the S. C. Code of Laws be amended to require that all requests for approval of permanent improvements from public postsecondary institutions, including the leasing of space for residential or other uses, which require the approval of the Budget and Control Board be submitted initially to the Commission for its review and transmittal to the Board with appropriate recommendations. Existing legislation does not require perma-

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nent improvement requests to be submitted to the Commission. The Budget and Control Board in 1971 directed the presidents of the senior institutions to submit requests through the Commission for comment, and reaffirmed this procedure in 1974. Such requirements should be made applicable to all post-secondary institutions through appropriate legislation.

## LIST OF PRIORITIES

Although it is recognized that the particular environment and mission of an institution may dictate special priorites, normally priorities for use of postsecondary capital improvement funds at each campus will be as follows:*

1. Completion of and equipping facilities that have already been funded and shortfall still exists, or obligation to fund has been announced formerly by the Commission on Higher Education or the South Carolina General Assembly.
2. Improvement for handicapped accessibility and requirements to meet legal needs.
3. Renovation and alteration of existing facilities and/or the construction of new energy facilities required to bring existing buildings up to acceptable standards of energy usage.
4. Renovation and alteration of facilities and site improvements to ensure safety, to avoid major deterioration, and to facilitate campus life and communications.
5. Expansion of existing education classrooms and laboratories.
6. Construction of new facilities required for all educational institutions.
7. Real property acquisition.
8. Construction of athletic and recreation facilities to be used mainly by the entire student body and faculty.
9. Construction of additional dormitories or for facilities to be used mainly for spectator sports or individual entertainment.
10. Construction of facilities for parking vehicles.

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*In case of an emergency any exceptional project will be considered on its merits.

# VIII. ACADEMIC PROGRAMS

## ROLE OF THE COMMISSION IN PROGRAM REVIEW

Program review is one of the important functions a coordinating agency is called upon to perform. The essential nature of this function was recognized in the 1967 legislation creating the Commission, which requires approval by the Commission or the General Assembly before any new program may be implemented by a public institution of higher learning. It was re-emphasized in the 1978 legislation reorganizing the Commission, which also gave the Commission explicit authority to recommend termination of programs at public institutions.

The principal role of the Commission in program review is to reflect an objective viewpoint that is at least Statewide (and, in some cases, regional or national) in scope. In reviewing proposals for new programs, or in reviewing existing programs, the Commission seeks objective viewpoints about, and specific answers to, the following five broad questions concerning each program:

1. What are the objectives of the proposed program?
2. Does the State need the program and, if so, are there alternative means of accomplishing the desired objectives?
3. Is the program compatible with the mission, role, and scope of the institution?
4. How much does the activity cost, and what priority should be given it in funding?
5. Does the institution have the necessary personnel, facilities, library holdings, and other essentials necessary to conduct a program of high quality and, if not, is there a plan for acquiring these essentials?

The Commission recognizes the sensitive nature of its responsibility for program review. It also recognizes its obligation to assist the institutions of the State in developing and maintaining programs of high quality, and in avoiding or reducing unnecessary duplication of programs.

## RECOMMENDATIONS ON FUTURE NEEDS

Within the time available, it has not been possible for the Commission to conduct a comprehensive review of all existing programs of instruction, research, and public service offered within the State. It is anticipated that a carefully conceived and executed process for review of existing programs (see below) will assist the Commission and the institutions in identifying new programs or services needed by the citizens of the State that are not now being provided or that are being provided inadequately. Certain general conclusions, however, have been reached.

The Commission believes that the future needs of postsecondary education cannot and should not be considered in isolation but must be related to other needs of the State and the region. It is therefore recommended that there be organized a Statewide conference bringing together representatives of industry, agriculture, commerce, government, and education for the purpose of developing postsecondary education's role in plans for the economic and social development of South Carolina. In order that postsecondary education will be in a position to meet the future needs of the State, its leadership should be familiar with the plans and the goals of others who seek enhanced economic and social development for the State. A partnership in developing these plans should be the result of this kind of interaction.

The Commission accepts its responsibility for leadership in program development. In instances where a need for a particular program is identified, through such conferences or otherwise, the Commission will invite institutions to submit proposals to meet that need.

The Commission perceives a need, in view of the transitional nature of economic development in South Carolina, for accessibility to sound programs of career planning and mid-life career counseling on the part of many South Carolinians. It is recommended that all public institutions place increased emphasis on providing guidance in the choice of appropriate postsecondary educational programs for career development.

Recognizing that not all educational experiences take place at or under the direct supervision of postsecondary institutions, the Commission recommends that all public institutions continue or begin the use of systems for validating and certifying educational experiences outside the normal pattern (for example, credit by examination). Such activities as individualized learning, cooperative work-study programs, and internships should be used to supplement traditional instructional programs.

In order for postsecondary education to meet the needs of the future, it must have a basic academic stability yet be sufficiently flexible to accommodate to a dynamic social, political, and economic environment. To do so may require the use of non-traditional approaches to academic programming and instructional methodology. To encourage such innovation, the Commission will seek funding to provide for a program of grants to stimulate new approaches to instructional improvement.

In consideration of the increasing significance of international relations, the Commission recommends that public institutions cooperate in initiating and maintaining opportunities for students to participate in the study of other languages and cultures. The study of languages and cultures critical to South Carolina's development should be reinforced.

It is recommended that the Commission and the State Board of Education develop a coordinated effort to enhance the use of advanced placement programs in high schools. It is also recommended that public institutions develop honors programs for exceptionally well qualified undergraduates.

Finally, it is recommended that all institutions located in reasonable proximity seek formal ways of interacting in all aspects of institutional life, especially with respect to the sharing of academic programs, staff, and facilities.

## REVIEW OF PROPOSED NEW PROGRAMS

As a part of this planning cycle, the Commission has reviewed its existing policy and procedures, in effect since 1968 and last amended in 1975, governing the submission of proposals for new programs. In view of the fact that this policy and these procedures serve well the objectives of the Commission and of the public institutions, only minor changes in the existing policy and procedures have been made. A copy of the revised policy and procedures is at Appendix H.

## REVIEW OF EXISTING PROGRAMS

In Chapter V, Institutional and Sector Missions, the Commission stated its intention to review certain specific programs leading to the associate degree, to determine if the continuation of those programs is consistent with the prime mission of the offering institution.

Beyond this one-time activity, the Commission will initiate an orderly process of program review, for baccalaureate and higher degree programs, by major field of study. The purpose of this process will be to assist the public institutions to meet more adequately the needs of the State and the region, and to reduce needless duplication of degree programs within the State.

Because program duplication at the graduate level is less defensible than at any other postsecondary level, the Commission will review, beginning in 1979-80, all post-baccalaureate degree programs in the following major fields of study:

biological sciences, engineering, health professions, mathematics, and physical sciences. These fields include all disciplines in which doctoral programs are duplicated within the State.

Following this sequence of reviews, the Commission will begin a cycle of program reviews by major field for all degree programs at the baccalaureate level and higher. Each year, three to five major fields of study will be reviewed with the objective that each be reviewed at intervals of approximately five years.

Beginning in 1979-80, the Commission will annually review all programs leading to the associate degree, following policy and procedures adopted for this purpose by the State Board for Technical and Comprehensive Education. The Commission's review will encompass all such programs offered by any public institution.

The Commission notes that the review of existing programs is not a cost-free activity, either to the Commission or to the institutions involved. It is likely that increased financial support to implement this program will be required.

## CONTINUING EDUCATION AND OFF-CAMPUS COURSES

The number of students enrolled for credit in postsecondary institutions on a part-time basis continues to increase, both in South Carolina and in the nation. Part-time students in 1977 in all public institutions in the United States made up 43 percent of the total, compared to 34 percent in 1971. In South Carolina, the corresponding figures were 30 percent compared to 20 percent. The number of part-time students in South Carolina in 1978 in all public senior institutions and their branches increased by nearly 2,000 over 1977, accounting for virtually all of the net increase in enrollment in these institutions.

It is partly for these reasons that, as noted elsewhere in this Plan, the

Commission's projections of enrollments in the future will be refined to take such factors into account.

Some part-time students are pursuing first degrees, whether associate or baccalaureate. Others, already holding one degree, are pursuing additional degrees. Some are employed full-time, and others may be dividing their time between continuing education and work. In some cases, such a student may not have a degree as a goal but may be enrolled in courses for which credit is awarded and which may or may not be applied to a degree. For example, public school teachers, while not required to pursue advanced degrees, are required to complete advanced courses at specified intervals in order to maintain their certification to teach.

In addition, most postsecondary institutions in the State provide non-credit continuing education opportunities. Such non-credit opportunities take a variety of forms including workshops, symposia, and short courses. The subject matter can and does likewise range widely.

In the public senior institutions and their branches, another practical distinction exists between courses offered for credit and courses or activities offered without credit: no State funding is provided for the latter, which therefore must be self-supporting. The Commission endorses this distinction and believes it should be maintained.

The magnitude of this activity, which may be subsumed under the general heading of "continuing education," is impressive. As shown in Table 18, in South Carolina in 1978 there were over 43,000 part-time students enrolled for degree credit, and over 616,000 participants in non-credit activities sponsored by institutions of higher education.

Not all of this activity is confined to the campuses of the institutions involved. Most of the public and private institutions also provide courses for credit, and non-credit activities as well, at off-campus locations.

## Table 18

## CONTINUING EDUCATION ACTIVITY, SOUTH CAROLINA, FALL, 1978

| | | | Numbers of Registrants | | |
|---|---|---|---|---|---|
| Type of Institution | (No. of Institutions responding)/(No. of Institutions queried) | No. of Institutions offering courses Off-campus | Undergraduate enrollment for credit | Graduate enrollment for credit | Non-credit* enrollment |
| Public Senior Colleges and Universities | 12/12 | 11 | 11,443 | 6,816 | 522,133 |
| Private Senior Colleges and Universities | 16/21 | 11 | 1,968 | 1,010 | 8,859 |
| Two-Year Branches, USC | 6/6 | 6 | 1,111 | 261 | 2,966 |
| Public Technical Institutions | 15/16 | 15 | 20,497 | - | 82,094 |
| Private Junior Colleges | 3/5 | 2 | 350 | - | 161 |
| TOTAL | 52/60 | 45 | 35,369 | 8,087 | 616,213 |

Source: Report, CHE Task Force on Continuing Education and Off-Campus Courses, March, 1979.

*Figures in this column are for the academic year 1977-78, not fall, 1978.

The Commission established an Advisory Committee on Graduate Teacher Education in 1972, its principal function being to provide an orderly mechanism by which public and private institutions may coordinate courses offered for school teachers by each at off-campus locations. The objective is to meet the needs of teachers in the field with minimum duplication of effort on the part of the institutions of higher education. These aims have been reasonably well met.

The Commission notes that a number of degree programs are offered on military bases in South Carolina by civilian postsecondary educational institutions. Ten in-State and 11 out-of-State institutions provide such programs in the State under contract with the armed services, ranging from diploma offerings in technical fields to master's degrees in business and education. Some of these programs are available to civilian as well as military personnel. The Commission offers its cooperation to the military installations in the State to help assure that the higher educational needs of their personnel are met with programs of high quality.

In order to better assist the institutions within the State to meet the needs of the State in continuing education, especially with respect to off-campus courses, the Commission will:

1) establish a permanent advisory committee on continuing education; and
2) seek authorization and funding for an additional staff position to carry out additional work needed in this area.

The advisory committee will be made up of institutional representatives. It will be charged with the following principal functions:

1) to devise a reporting system that will enable the Commission to have access to consistent, reliable information about the subject;
2) to devise a set of standards and guidelines for the conduct of off-campus courses by public institutions;
3) to conduct a study of the actual costs of providing off-campus courses by public institutions; and
4) to advise the Commission or any institution on request on matters related to continuing education and off-campus courses.

# IX. HEALTH AND MEDICAL EDUCATION *

## OVERVIEW OF ISSUES IN EDUCATION FOR HEALTH AND MEDICAL PROFESSIONS

Planning for health and medical education should be based primarily on estimates of the immediate and long-range needs of South Carolina. The Commission has identified problems and issues in medical doctor education, nursing education, allied health education, biomedical research, and interrelationships among health professionals, which are dealt with specifically later in this Chapter. Additional tasks have been identified and continuing effort will be required to achieve specific recommendations concerning placement of educational programs by geographic location and institutional mission, enrollment levels, improvement of quality, and cost effectiveness. Some broad philosophical concepts and general relationships between higher education and the health and medical professions are set forth below, followed by consideration of the categorical aspects of health and medical education.

### LINKAGE OF HIGHER EDUCATION TO HEALTH MANPOWER: ASSESSMENT OF NEED FOR PROGRAMS IN HEALTH AND MEDICAL EDUCATION

The tailoring of programs in higher education to match the requirements for health care manpower is a desirable objective. However, projecting the supply and demand for manpower needed in any health profession is not an exact

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* Source materials used extensively in the preparation of this Chapter have included: (1) Physician Requirements Forecasting: Need-Based Versus Demand-Based Methodologies, GMENAC Staff Papers, DHEW, 1978, 28 pages; (2) Donald M. Norris, et al., Manpower Studies in Postsecondary Education, ERIC/Higher Education, 1977, 53 pages; and (3) Proceedings of the Annual Meeting of the Southern Regional Education Board, June 19-21, 1979, 122 pages.

science. Past projections of supply and demand have been plagued by inaccuracies caused by faulty assumptions, incomplete data, and methodological imperfections. Additionally, manpower projections are based by necessity on assumptions, and different models yield different projections.

Some of these manpower initiatives do not take into account the enduring limitations imposed on higher education by manpower studies. Preparation for the labor market is only one of the important functions of higher education. Other functions of colleges and universities are considered important; others being the intellectual, moral, and emotional growth of students. Students must be given reasonable freedom of choice to pursue their desired program of study in a free society. Manpower projections are imperfect guidelines as applied to higher education, and must be used carefully with consideration of their limitations. This should not be misconstrued to mean that manpower projections have no place in shaping educational policy. Manpower studies will continue to increase in importance in the formulation of federal and state educational policy, especially for health and medical education in an era of cost containment and concern for cost effectiveness.

The high cost of health and medical education is all too evident and resources are limited. Public institutions of higher education are largely financed from state revenues, and have an obligation to be responsive to public policy objectives -- among which is service to the "need" for, or "demand" for, their product. The determination of "need" or "demand" is a complex undertaking in the health professions.

In general, the term "need," as applied to health care manpower assessment, is used to indicate a desired number of providers in a given geographic or political area. Agreement about what represents the desired level of coverage is seldom easily reached. Need often is expressed in terms of a generally accepted average in the ratio of providers to the population. A projection based on need is a determination, by professional standards, of services required, transformed into manpower units necessary to perform those services. In order for need to equal actual utilization, consumers require knowledge of their health care needs; knowledge of and confidence in the efficacy of appropriate forms of health care; ability to pay for that care; willingness to forego other expenditures to pay for that care; willingness and ability to invest in the travel, inconvenience, and time needed to locate and receive care; the willingness of existing providers to provide needed services to such consumers; and the availability of adequate resources in the system. This series of choices constitutes the wedge between need and realized demand. In the presence of informational and access barriers to health care, need-based estimates serve as boundaries on future manpower requirements.

"Demand," as distinguished from "need," often can be measured in terms of the willingness of a community or other given area to make fee-for-service payments that support the delivery of the services. Demand is a market term representing the product of choices made by consumers and providers, wherein need is transformed into desires tempered by ability to pay, access barriers, and the availability of services. A critical shortcoming of existing demand models is that most were designed to investigate specific hypotheses concerning utilization rather than to forecast the numbers required to service the predicted pattern of utilization. Another shortcoming is that applying these models for inferential purposes requires massive data and extensive knowledge concerning behavioral patterns. These complexities make the application of demand-based methodologies very difficult. In addition to being equated with the number of independent practitioners in a given area, demand can be measured by the existence of budgeted positions among agencies and institutions that employ health care professionals. Demand often increases significantly when third-party payors (insurance companies) assume the direct responsibility for the fee-for-service payment.

Manpower studies show promise for improved decision- and policy-making. Despite differences in their specific predictions, recent manpower projections forecast a remarkably similar future. An oversupply is projected in many types of highly skilled and educated manpower. Increasing reliance on manpower researchers and manpower information systems will be necessary in order to establish policies that satisfy societal requirements in a cost-effective manner. The capacity for training health professionals will need to be continuously assessed to guard against any eventual oversupply or shortfall. Manpower studies will continue to be useful in establishing basic State educational policy and in shaping decisions for future needs.

The Commission on Higher Education relies on the Office of Cooperative Health Statistics, Division of Research and Statistical Services of the State Budget and Control Board, for surveys of health manpower in South Carolina, for assistance in making projections, and for collaboration in the linkage of higher education to health care manpower.

It is recommended that the Division of Research and Statistical Services' Office of Cooperative Health Statistics be encouraged to expand and further refine the South Carolina health care delivery manpower data base and the Statewide hospital discharge data system.

## RELATIONSHIP OF HIGHER EDUCATION TO PROBLEMS OF DISTRIBUTION OF HEALTH CARE PRACTITIONERS AND ACCESS TO HEALTH CARE DELIVERY

Many of the significant manpower problems associated with health care delivery are related to the distribution of available providers. Even in places where total regional supply appears adequate, urban and rural "pockets" of poor provider coverage exist. For many reasons -- professional, social, cultural, and economic -- health care providers have been reluctant to practice in such locations. The education of additional providers has not corrected the serious problems of maldistribution and little evidence exists to indicate that maldistribution will be eliminated merely by following a strategy of increasing output.

It is clear that the public postsecondary education sector, which contributes significantly to the basic education of most health care professionals in South Carolina, is obligated to participate in the search for cost-effective solutions that will attack these problems directly. It is therefore recommended that both medical schools be encouraged to consider the selection of students predisposed to serving in rural and urban shortage areas, with the understanding that this should in no way lower existing academic standards or reduce existing admissions criteria.

Programs that have provided student loans in exchange for commitments of practice in a designated urban or rural shortage area, such as the National Health Service Corps, have not had great success in achieving long-term commitments from practitioners. Most have relocated after the required minimal practice time has expired, and many others ultimately elect to buy out of the commitment. It may be possible to compensate for this non-retention of individual practitioners through programs that would require changes in the approaches often taken both by health planners and shortage communities.

## COST FACTORS IN ASSESSMENT OF HEALTH AND MEDICAL EDUCATION

Renewed concern is being expressed over the high cost of health and medical education in the present era of cost containment both in education and the health industry. The 14 states comprising the Southern Regional Education Board are spending $1 billion annually to operate educational programs to train health professionals, a doubling in cost for such training since 1975. The states will face increasing pressures to assume an even larger share of the cost of these programs. The expected decrease in federal support will place greater burdens on the states and the students.

Increasing attention is being focused on health and medical education costs, especially in light of forecasts that there may be an adequate supply of personnel in many of the health professions in the coming decade. Several other factors are resulting in renewed attention to cost. First, the links between schools for training health professionals and the health industry are so direct that the costs of operating these schools are often singled out in general cost-containment considerations in the health industry. A second major concern is the magnitude of the health and medical education portion of the total higher education budget. As higher education faces slower enrollment growth than in the past decade, the costs of health and medical education are likely to result in an even larger proportion of the total higher education budget. It has been estimated that one-third of the higher education budget for South Carolina is in support of health and medical education. Although a large proportion of these expenditures is for medical training, substantial commitments also have been made to allied health, dental, and nursing education. A third consideration is the fact that educational costs per student in the health professional schools tend to rise more rapidly than other higher educational costs. A fourth factor is the shift in the financing of health professional education. Most of the concern is being expressed by the parties to whom the burden is being shifted (the students and the states) and not by the party from whom it is being shifted (the Federal Government). Other pressures likely to produce increased costs for education in the health professions are emanating from general cost-containment in the health industry. Community hospitals and public and private insurers are attempting to reduce their financial commitments to the support of residency, nursing, and allied health training. To the extent that these pressures generate cost shifts, a greater responsibility will be placed on state higher education budgets.

In addition to funds spent directly on health educational programs, substantial costs also are involved in the support of research and public service functions. Additionally, not all health and medical school expenditures are for educational purposes; some institutions, for example, bear the burden of support for indigent health care.

In planning for the future support of health and medical education, clear determinations should be made of the level and kinds of health services that are basic for meeting the needs of the citizens of South Carolina. Present data are not adequate for judging whether costs of health and medical education in South Carolina are too high or whether existing budget levels can be maintained without loss of quality. Answers to these questions will be of vital importance for future planning and policy decisions.

## DIFFERENCES IN MISSIONS AS DETERMINANTS OF COMPARATIVE COSTS OF MEDICAL EDUCATION

With respect to the cost effectiveness of medical education, the Commission on Higher Education will continuously review the undergraduate medical enrollment in order to ensure that the capacity of the two South Carolina medical schools is at a desirable level. It has been suggested that first-year post-graduate medical residency positions be equal or approximately equal to the number of physicians graduated annually in the State. The validity of this suggestion will be ascertained by future studies.

Although medical education is expensive, and the level of future federal support is uncertain, the Commission will make every effort to ensure that its budget recommendations are adequate to preserve and enhance quality health and medical education programs at MUSC and USC, and that the two medical schools avoid unnecessary duplication, coordinate their efforts, and complement each other in program development.

In the interest of cost containment, educational efficiency, and need as related to State financial priorities and ability to pay, several interrelated characteristics of the two medical schools in South Carolina are significant. These characteristics are germane to the missions of the two institutions with respect to medical education.

### Mission of MUSC*

At MUSC, the State has established a major academic health center with the associated broad spectrum of schools, colleges, institutional facilities for clinical training, and a teaching hospital. Complex programs involving instruction, patient care, and research are implemented through structural and functional units that center around medicine, dentistry, nursing, pharmacy, allied health, graduate studies, residency programs, Statewide consortia for family practice residencies, out-reach programs, research institutes and centers, and teaching hospital networks for continuing education, among others.

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* Detailed statements of mission for MUSC and USC appear in Chapter V.

The extensive and complex nature of an academic health center commands a substantial portion of the higher education budget in every state.

## Mission of USC in Medical and Related Education*

The developing directions at the University of South Carolina will clarify the mission of the new medical school. Institutional decisions and action being taken now will ultimately determine to a considerable degree the magnitude of the cost to the State in years to come. In some states, new public-funded medical schools have been established under legislation that delineates their missions quite specifically, usually differentiating between the functions of a pre-existing academic health center and a medical school established with the main mission of emphasizing primary care along with other areas of medical education and with the objective of correcting the maldistribution problem. The differential in cost is substantial.

Primary medical care is a concept, and preparation for primary care specialties involves a philosophical approach and not a diminution of quality. A focus on primary care does not mean a restricted undergraduate medical education curriculum or faculty of less competence than are required in the undergraduate program of any medical school.

The Commission understands that the term "primary care" in the graduate sense is limited to the following specialties: family practice, psychiatry, internal medicine, pediatrics, obstetrics and gynecology, and to some extent emergency medicine. The main emphasis of the USC School of Medicine in graduate education should be on "primary care." Other new USC graduate medical education programs in any other areas shall be subject to specific program approval by the Commission on Higher Education.

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* Detailed statements of mission for MUSC and USC appear in Chapter V.

The care traditionally provided by primary care physicians in community practice is characterized by the following relationships between the physician and patient: initial contact, continued contact and sustained care, responsibility for a patient over many years, responsibility for care of families, and comprehensive care.

It may be premature to judge the plans that USC is developing for its medical school, although the faculty staffing points toward the traditional academic health center pattern. It is recognized that highly qualified clinical specialists are needed to provide the breadth of medical education required in the preparation of primary care physicians as well as other medical specialists and medical students. The historical record reveals that USC, the Veterans Administration, and the General Assembly agreed originally that the substantial preexisting resources of the University would be utilized extensively for efficiency, cost containment, and quality, and that agreements with Richland Memorial Hospital, the Veterans Administration Hospital, and other clinical affiliations would preclude the necessity of building a university-owned and controlled teaching hospital. Veterans Administration funding will cease on November 1, 1981.

It is relevant to note that the University of South Carolina has been involved extensively in health and medically related education for many years. Some of the major components that have been serving the State well, for example, are the College of Nursing, the College of Pharmacy, and the School of Health. The present and projected growth of Columbia and the clustering of major State agencies involved with health within Greater Columbia, signify the need to develop a mission for USC in the area of health and medical education that will adequately address the future anticipated needs. The University, with its new Medical School, new School of Health, and other health-related units, has a unique opportunity to develop a health center.

It is recommended that planning for health and medical education at USC be coordinated with planning at MUSC. The Commission's Task Force on Medical Doctor Education and the Dean's Committee on Medical Doctor Education provide vehicles to facilitate cooperation and collaboration in the interest of efficiency, quality, and cost-containment.

It is recommended that by September 1, 1980, the two universities prepare budget and staffing forecasts for their schools of medicine for the next ten years.

## INTERINSTITUTIONAL COOPERATION AND CONSORTIAL ARRANGEMENTS

In order to achieve quality and cost effectiveness, policies and mechanisms should be developed that will encourage cooperative relationships between and among the institutions of higher education and that will identify and enhance the contributions each institution can make toward meeting State health needs. Because of the range of health and medical education programs at MUSC, USC, and other institutions, there is increasing need for their activities to be coordinated to ensure their continued development in complementary roles.

Collaboration is taking place in biomedical research between individual faculty members at different institutions. Scientists with similar or complementary interests are often working together effectively, sometimes leading to the development of a program, institute, or consortium with sponsorship by multiple institutions. The biomedical engineering program at Clemson University, specializing in biomedical materials for use in prostheses such as hip bone replacements or tooth implants, is a nationally known example of collaboration among biologists, engineers, clinical scientists in medicine and dentistry, and allied health professionals at the Medical University of South Carolina and in hospitals and dental clinics. With the development of the new medical school of the University of South Carolina, an increase can be expected in cooperation and collaboration in research among biomedical scientists on a Statewide basis.

In the education of physicians, the Commission on Higher Education will monitor enrollments at the two medical schools in accordance with multiple factors such as need and demand for physician manpower, expectations of the citizens, and the ability of the State to pay. Coordination in the area of enrollment has funding implications that may not be conducive to cooperation. Nevertheless, planning for enrollments at MUSC and USC should be coordinated. National policy makers for health manpower, and statistical data for South Carolina, suggest the possibility that an oversupply of physicians could result from the influx of new graduates from medical schools unless enrollments are carefully monitored and adjusted if necessary. A reduction in enrollments would not necessarily reduce the costs since enrollment is not the major determinant of appropriations for medical schools. Improvement in quality should result from a reduction in student/faculty ratios and in the availability of resources and facilities.

Procedures have been developed and will be implemented by the Task Force on Medical Doctor Education to estimate the number of physicians needed by specialty in South Carolina. This information will permit a reasonable estimate of the required number of entering freshmen and a rational approach to their allocation between the two schools. Because there are two medical schools, optimal determinants of quality may be considered such as appropriate size of the student body, faculty, support personnel, and facilities that would constitute a sufficient nucleus and enhance quality. The published literature will be searched for information on optimal characteristics, and out-of-State consultation may be sought for assistance in making decisions that will be in the best interest of the State through improvements in overall quality.

In the education of nurses, interinstitutional collaboration exists at several academic levels. The doctoral degree is accepted by the profession and by higher education generally as desirable preparation for faculty members to teach in baccalaureate programs, but the nation as a whole and South Carolina in particular have a shortage of nursing faculty with preparation at that level. Clemson University and the Medical University are interested in exploring the feasibility of establishing doctoral programs in nursing and the University of South Carolina has been looking into the possibilities of interstate collaboration. The Commission will initiate an assessment of the need for nurses with the doctorate and for a doctoral program in South Carolina. Consideration will be given to an intrastate consortial approach with cooperative use of existing resources and selective expansion in some specialties that may not be represented sufficiently in the State at present.

Schools of nursing are making progress in Statewide cooperation in continuing education, resulting from the mutual efforts of the deans, faculty members, professional organizations, the State Board of Nursing, and the Area Health Education Center Program that has provided coordinative leadership and some financial support.

A promising model for the extension of the baccalaureate component of nursing education from the College of Nursing at the Medical University to other areas of the State will make the program available for upward mobility of practicing registered nurses who seek or require a baccalaureate degree in nursing. This satellite program is now in place at Winthrop College, under the auspices of the Medical University. Consideration is being given to the possible introduction of a comparable program at Francis Marion College within a few years.

Institutional cooperation is in place at Greenville Technical College where successful articulation exists between its Associate Degree Program and programs for licensed practical nurses in the area.

In allied health education, traditionally hospital-based, baccalaureate degree programs are offered primarily at the Medical University. Because of high costs and the need for clinical facilities, undergraduate colleges should not be encouraged to initiate the specialized professional programs for the preparation of traditional allied health workers.

The Medical University, through the Southern Regional Education Board, makes several specialized allied health programs available to other states through the SREB Academic Common Market. An example is the program in Extracorporeal Circulation Technology. Additional efforts will be made to collaborate with neighboring states for improvement in quality with shared costs where the required number of trained professionals is small. Since clinical sites for the training of college-based laboratory technologists are insufficient and some hospital-based programs are struggling to avoid demise for financial reasons, attention will be given to the development of a mechanism to provide partial subsidy to assist community hospitals with the educational component of their programs in Medical Laboratory Technology.

The largest proportion of allied health programs and the greatest number of allied health workers are trained at or below the associate degree level in the technical colleges dispersed throughout the State. Cooperative arrangements for articulation are in place for qualified graduates of allied health programs at those institutions to enter the baccalaureate degree programs in allied health at the Medical University.

Baccalaureate degrees in such non-traditional allied health programs as nutrition, speech pathology, and audiology are offered primarily by the School of Health at the University of South Carolina and to some extent in the State's public and private senior colleges.

The Area Health Education Center (AHEC) program, administered by the Medical University as a Statewide out-reach project, has instigated and assisted in start-up funding of residency programs for post-graduate training of dentists at the Richland Memorial Hospital in Columbia and for physicians in Greenville, Spartanburg, Columbia, Florence, and Greenwood. Statewide assistance is also provided for nursing, allied health, and other health education programs.

## TEACHING HOSPITALS

Graduate medical education is provided in South Carolina by six community hospitals (located in Greenville, Columbia, Spartanburg, Anderson, Florence, and Greenwood) as well as at two State hospitals (MUSC Hospital in Charleston and the W. S. Hall Institute in Columbia). All hospital medical residency programs are accredited by national boards and prepare their clinical trainees for board certification. Hospitals have appointed directors for most residency programs, and those with several programs employ a director of medical education as coordinator.

Several State and federal programs have had an impact on community teaching hospitals during the 1970's. Regional community hospital faculties and residents help educate State medical school undergraduates during their clinical rotations. The federal Area Health Education Center program has used these hospitals as regional bases for multidisciplinary continuing education. State and federal Family Practice programs have strenghtened their role in the training of primary care physicians. Evidence that physicians tend to enter into medical practice near where they have completed their residencies has led to the extension of Family Practice residencies to medium-sized community hospitals. In 1979, the South Carolina General Assembly appropriated funds to provide partial support for graduate medical education in community hospitals.

## COUNSELING RELATIVE TO HEALTH AND MEDICAL EDUCATION

There is a general need for accessibility to competent counseling at all levels in secondary and higher education. Although this need applies to all disciplines, inadequate counseling is especially detrimental in the health professions where the specialty requirements and opportunities beyond those of physician, dentist, and nurse are not generally understood and frequently receive insufficient attention in the counseling process.

It is recommended that a Statewide counseling/guidance service be established to communicate health career opportunities to students in their early through final high school years as well as at the college level.

## CONTINUING EDUCATION IN HEALTH AND MEDICAL PROFESSIONS

In the health and medical field, the professional associations have a strong interest and important stake in sustaining the competencies and clinical practice skills of their constituent members. This concern is reflected in accreditation processes, relicensure procedures such as are exercised by state boards of nursing and of medical examiners, and re-certification procedures such as those adopted by the American Board of Family Practice.

Continuing education is one of the most prevalent and promising strategies for sustaining competence. Furthermore, this strategy has the potential for universal access, reasonable cost, regulation, and assessment. Professional organizations are understandably involved in the policies governing the use of continuing education in conjunction with competencies, and many hospitals operate their own in-service educational programs. Nevertheless, educational institutions offering degree programs for health professionals are the primary agencies involved in the teaching aspects of continuing education through special programs and courses. South Carolina institutions of higher education should provide coordinated continuing education programs that will enable health care professionals to keep current on significant changes in their respective professions. The enrollment of adults in continuing education may compensate, to some extent, for a leveling off of enrollment of full-time students.

At the Medical University of South Carolina, a new position of Dean of Continuing Education has been established in recognition of the growing importance of continuing education in assuring sustained competencies in health care delivery among practicing physicians, dentists, nurses, pharmacists, and allied health professionals. The Dean of Continuing Education is the executive administrator of the Division of Continuing Education with its significant components such as the Health Communications Network, audiovisual library, extensive conference, seminar, and workshop programs, speaker bureau, computerized record-keeping system, and other features.

The Area Health Education Center (AHEC) program, funded by DHEW with a matching component from the State, is managed by MUSC and functions as a vehicle for Statewide dissemination of continuing education services with significant input and cooperation from the Colleges of Medicine, Dentistry, Allied Health, Pharmacy, and Nursing. The Carnegie Commission on Higher Education has noted that this federally funded AHEC program has been a major vehicle for providing opportunities for continuing education among health care practitioners at locations convenient to their homes. The AHEC centers are situated in regions removed from the parent coordinating office at the academic health center (MUSC) in Charleston. They have been placed in areas of high population in Greenville, Spartanburg, Columbia, and Florence, with additional satellite activities in Greenwood, Hampton County, and Rock Hill.

Through AHEC programs, continuing education is now possible for physicians, dentists, nurses, and allied health workers throughout the State. Attention should be given to nutrition, gerontology, public policies, environmental problems and health maintenance through continuing education in AHEC programs and graduate education in the residency programs at the Area Health Education Centers.

## EDUCATION FOR ACHIEVEMENT OF HEALTH

There is widespread agreement that changes in life-style are necessary to achieve and sustain health and thus avoid to some extent the substantial reliance on hospital-based health care and tertiary medical programs. The Commission on Higher Education recognizes the importance of broadening the educational focus from programs designed to train institutionally based medical professionals for the care of patients with critical illnesses to programs that incorporate greater emphasis on the achievement and maintenance of good health through improvements in life-style and self-discipline. Progress toward this objective can be made through both formal educational programs and informal instruction at all levels of elementary, secondary, and postsecondary education.

Alcohol and drug abuse are areas of critical health concern in schools, on college campuses, and in society at large, contributing to accidental injury, illness, and death. The S. C. Commission on Alcohol and Drug Abuse is able, in a variety of ways (e.g., through providing training programs, educational materials, technical assistance, etc.), to assist the educational institutions in focusing attention on these problems. The Commission on Higher Education pledges its assistance and cooperation in this important endeavor.

Enhancement of public understanding of the value in improving life-style is needed. Because teachers often lack adequate knowledge about health maintenance or disease prevention, it is recommended that special instruction in health education be provided to future teachers and that special workshops be made available to employed teachers. It is also recommended that the USC College of Health explore the Health Grant University concept that would extrapolate the extension services of Land Grant universities and Sea Grant universities through the placement of health educators throughout the State who would relate directly to the citizens in their daily lives.

Other methods for improving public awareness and behavior that have been suggested and might be explored include:

(a) the introduction of awareness courses in high schools and undergraduate colleges;

(b) the initiation of a health sciences degree for students not oriented to scientific careers, focusing on the cultural, social, economic, and pragmatic aspects of the health sciences;

(c) the provision of substantive courses for practicing health professionals through continuing education programs administered by AHEC and cooperating institutions and organizations;

(d) the improvement of public understanding of the importance of biomedical research, as well as research in other disciplines, and enhancement of the recognition of the value of independent research as a teaching methodology in the learning process.

## ENHANCEMENT OF OPPORTUNITIES FOR MINORITY STUDENTS IN HEALTH AND MEDICAL EDUCATION

Recognition has been given at the national, regional, and local levels to the need for substantially greater representation of minority groups in the health and medical professions.

A way to improve the representation of minorities in the health professions in South Carolina is to increase the pool of qualified minority applicants for admission to all health and medical education programs. This has been accomplished in other states by educational institutions, such as the University of Arizona and Florida State University, through the development of special programs for minority students with economically disadvantaged backgrounds. Prospective students are identified and counseled while in their junior and senior years in high school, and are given special consideration for admission to medical school or to another professional school contingent upon success in college. The Florida program (PIMS) and the Arizona program (Med Start) will be reviewed for components that might be adaptable and advantageous to complement the special programs that are now in use in South Carolina.

The program for admission of minority students to the study of medicine or dentistry at the Medical University has increased the enrollment of blacks from less than one percent to five percent during the past several years. The national goal for American medical schools is 12 percent minority representation, established in 1970 by the Association of American Medical Colleges for achievement by 1976. In South Carolina, as in most states, substantial improvement is required. The progress at MUSC may be attributed in part to a successful counseling and orientation program for high school students with a summer component on health careers. This program has demonstrated its effectiveness in the recruitment of students and in their performance in medical school. Measures to assure that practicing minority health professionals have adequate access to continuing education have also been introduced. Special efforts are being made to recruit minority students at the new medical school at USC.

Problems have also been encountered in the recruitment of minority students in nursing. The U.S. Public Health Service Act as amended identifies the need to increase nursing education opportunities for students from disadvantaged backgrounds. In recognition of this need, a community-organized planning project in Orangeburg is expected to recommend that the hospital-based diploma program there be replaced by a baccalaureate degree program in nursing at South Carolina State College. Such a program would utilize appropriate resources that would become available when the hospital diploma program closes. Plans are progressing, with the cooperation of the State Board of Nursing, for articulation of the nursing program at Orangeburg-Calhoun-Technical College with the baccalaureate program, when and if established. South Carolina State College has been successfully providing basic science instruction for the largely white diploma school.

South Carolina State College, the Medical University of South Carolina, the University of South Carolina, and other institutions should be encouraged to make every effort to attract qualified applicants of all races into their allied health and other health-related programs. Every effort should be made to assist S. C. State College in the achievement of cooperative arrangements for clinical activities at the Medical University of South Carolina, and at other health care facilities in the State. The College of Allied Health Sciences at the Medical University of South Carolina and the College of Health at the University of South Carolina should be encouraged to work cooperatively with South Carolina State College in its efforts to increase black participation in allied health and other professions. Allied health programs and other health-related efforts at South Carolina State College should be supported in view of the current needs and the institution's history and potential for increasing black participation in these health-related programs.

## CONSIDERATIONS BY CATEGORIES OF HEALTH PROFESSIONS

### MEDICAL DOCTOR EDUCATION

An analysis of the methodologies that have been developed for assessment of health manpower reveals two basic types: (a) models responding to need and (b) models responding to demand. In the determination of need, panels of physicians and others assess the types and number of services that should be provided by each practitioner, the number of services and amount of service of each type that should be provided for each disease afflicting the service population, and the number of persons in the population who should receive specific services from the practitioner, allowing for age, sex, and other demographic factors that influence the incidence and prevalence of the disease requiring care. With reference to demand, optimal numbers of physicians are determined for medical service areas based on the market behavior of the population. The completion of a study requires an identification of medical service areas, an analysis of the population distributed in these service areas, identification of the physicians in the service areas by specialty, determination of the physician capacity to provide care in terms of patient visits per year (productivity), and the number of patient repeat visits per year per service area by specialty.

The need model is designed to respond to the recognized deficiencies in access to health care delivery, including inability to pay and lack of motivation or knowledge concerning the necessity for obtaining health care. The General Medical Education National Advisory Committee (GMENAC) is developing a needs assessment formulation that should be completed in three or more years. In the meantime, manpower experts have advised South Carolina to proceed with a demand model that would make use of physician/population ratios based on national demand data.

In a preliminary effort to gain experience with the demand methodology and to aid in the ultimate selection of a model for South Carolina, the approach used in Florida was applied to South Carolina manpower data in several test exercises. In one exercise, the projected requirements in Florida for residencies by specialty were extrapolated. Although South Carolina differs from Florida, the results are indicative of the limitations and positive features of the methodology.

Graduate medical education and the geographical placement of residency training programs are significant factors in the retention of physicians and in their choice of practice setting. Furthermore, State Government is being asked to absorb more and more of the costs of residency training programs, usually through increases in appropriation requests from the medical institutions. It is clear that the determination of enrollments in medical schools and numbers and kinds of residencies in the State should be based upon a pattern of assessments that would include the following:

(a) the completion, improvement, and the annual up-dating of the Statewide Inventory of Physician Manpower prepared by the Office of Cooperative Health Statistics, Division of Research and Statistical Services, State Budget and Control Board;

(b) the application of manpower methodologies (a demand model or need model);

(c) comparisons with national and regional averages, with neighboring states, and with other states that are similar to South Carolina in demographic, socio-economic, and cultural characteristics;

(d) consideration of national, regional, State, and community goals and priorities for health care; and

(e) consideration of subjective factors to be evaluated by panels of experts in health and medical affairs, and by other groups as may be appropriate in serving the best interests of the citizens of South Carolina.

The planning efforts that have been initiated will be continued by the Commission. The Task Force on Medical Doctor Education will appoint panels of medical specialty experts to assist and study requirements for various educational programs and submit recommendations for requisite training in specific medical specialties. The resulting information will provide a basis for refinement of the criteria used in assessing the need for new educational programs. It is anticipated that the assessment of the need for residencies will be completed by Fall of 1980. Requests for new residencies to be supported by State funding will be deferred at least until acceptance of the specialty group study concerned with the area of the residency requested.

## NURSING EDUCATION

The question of what resources should be allocated to the education of which providers is faced by those engaged in planning for the education of nurses. A valid response to this question will require either a commonly held understanding of what a nurse is, or agreement about the role of a nurse both professionally and legally. No such understanding or agreement exists at the present time. The delivery of nursing care is fractured among two licensed categories of nurses, the Licensed Practical Nurse (LPN) and the Registered Nurse (RN); nurses aides; clinical specialists; and various allied health professionals. Only after agreement is reached can nursing responsibilities be juxtaposed with health care needs to provide answers concerning the number and types of nurses required.

Recent decisions about what types of nurses, and how many of each type, to educate have relied largely upon subjective criteria, influenced in large measure by a high demand for personnel in the face of severe shortages of individuals qualified to deliver nursing care.

Because objective criteria are lacking, it is recommended that, concurrent with role redefinition presently underway within the nursing profession, criteria be developed that will facilitate the objective evaluation of the need for nurses in practice. A close examination of nursing practice is prerequisite to any forecast of the need for alterations in the various types of nursing education programs.

Strategies designed to improve supply only through the education of additional nurses are not likely to be successful at solving the problems of both urban and rural maldistribution that confront nursing. Disadvantages, from the nurses' viewpoint, in hospital-based nursing -- such as large patient loads, administrative duties, night shifts, and others -- pose serious recruitment and retention problems for many hospitals. A large number of qualified nurses choose not to work, or select careers in unrelated fields, because of concerns stemming from job dissatisfaction. Rural areas and public health care institutions have experienced great difficulty in attracting enough qualified RNs to meet existing budgeted demand.

Nursing education students are eligible for the same kinds of financial aid as are available to all other undergraduate students in colleges and universities. It is recommended that consideration be given to the need for legislation to provide incentive scholarships for nursing education students in order to commit graduates to service in shortage areas.

Beyond providing for the education of nurses, educational planners are obligated to seek cost-effective alternatives for meeting manpower needs. In this respect, changes in the health care delivery system that affect need or changes in nursing practice patterns that affect job satisfaction probably would increase the supply of nurses available. Decisions regarding the level of support for nursing education programs would need to be adjusted accordingly. The extent to which the resources of higher education could be best directed toward continuing as opposed to basic preparatory education can be determined only after the health care delivery system, and responses of that system to change, have been reviewed. Furthermore, technological expansion and the explosion of knowledge in health-related professions have created trends toward specialization within nursing practice to which educational programs must respond.

As part of the annual updating of the Master Plan in 1980, the Commission on Higher Education will include a plan, to be developed in coordination with the State Board of Nursing for South Carolina, for nursing education and licensure addressed to the health care needs of this State. That plan, and other program planning prior to its completion, will address the Statewide need for career mobility in nursing and for access by nurses to opportunities for continuing education.

If any changes in the present nurse licensing system are proposed, it is recommended that the State Board of Nursing for South Carolina develop methods that will assure that nurses now licensed will remain qualified to practice in their profession under any new regulations that might be adopted.

## ALLIED HEALTH EDUCATION

Programs for the education of allied health professionals to serve in hospitals and clinics as specialists in respiratory therapy, medical laboratory technology, radiological technology, and other technological capacities may be categorized as traditional. Programs for the education of speech therapists, audiologists, nutritionists, public health workers, and many others not usually based at hospitals or in clinical settings may be characterized as non-traditional.

In South Carolina, baccalaureate-level traditional programs in allied health are offered primarily by MUSC. An exception is medical technology, for which the first three years of preparation are offered by many public and private colleges throughout the State; the fourth year must be taken in an accredited hospital-based clinical program. Baccalaureate non-traditional programs are offered primarily by the USC College of Health. A few programs, such as sppech therapy, nutrition, and developmental disabilities, are offered to some extent in the State's public and private senior colleges.

The technical colleges dispersed throughout the State train the greatest number of allied health workers. They offer programs at or below the associate degree level. Qualified graduates of these programs may be accepted with advanced standing in the upper division baccalaureate programs in allied health at the Medical University.

The types, numbers, and geographic locations of allied health educational programs (traditional and non-traditional) existing in South Carolina at this time are generally adequate and should be utilized to meet State need by expanding or contracting class sizes as far as possible within sound educational principles. Instead of starting and maintaining multiple smaller programs inadequately supported by funding and other necessary resources such as faculty, staff, equipment, and supplies, established baccalaureate programs (traditional and non-traditional) should be relied on to meet the training needs in a cost-effective manner.

Special consideration should be given to those allied health programs that cooperatively train in a multi-disciplinary manner, thus encouraging broader understanding and supportive service between and among health professionals. Cooperative mechanisms between established programs should be designed to meet specific needs in shortages as they are identified, with emphasis on student clinical rotations, the admission of students from specific geographical areas, and student aid/service commitment agreements. Health Systems Agencies throughout the State could serve as catalysts for the development of such agreements with the existing allied health programs.

It is recommended that geographical areas with gross shortages of specific allied health practitioners (traditional and non-traditional), as identified by Health Systems Agencies and other appropriate organizations, receive top priority for incentive scholarships to be awarded to students selected carefully with respect to factors conducive to their serving in said areas (e.g., rural, small town, inner city). In addition, funding necessary for basic support of clinic/ practicum rotations in these areas should be provided to participating students and cooperating delivery facilities through recommendations by the involved Health Systems Agencies.

Allied health students are eligible for the same kinds of financial aid as are available to all other undergraduate students in the colleges and universities. It is recommended that consideration be given to the need for legislation to provide incentive scholarships for allied health students in order to commit graduates to service in shortage areas.

Baccalaureate and graduate level programs (traditional and non-traditional) currently in operation should give special attention to providing for upward mobility for allied health workers capable and desirous of advancement. Special provisions should be made in urban areas with significant numbers of health care employees by offering late afternoon/evening classes at off-campus sites. Facilities of postsecondary institutions and hospitals in population centers (e.g., Greenville, Spartanburg, Anderson, Columbia, Florence, Rock Hill, Charleston, and Greenwood) should be utilized for these purposes.

It is recommended that special attention be given to the recruitment of well-prepared full-time and clinical faculty in all allied health educational programs in the State. Adjunct faculty with educational and clinical experience should be utilized through cooperative arrangements with other colleges, hospitals and clinical settings, and industry in order to strengthen this effort while remaining cost effective. The Medical University should continue to develop as a center for graduate work in the traditional allied health sciences and the USC School of Public Health should continue to evolve as a center for graduate work in non-traditional programs.

It is recommended that regional educational cooperation between states, especially those with contiguous borders, be explored and, if possible, adopted as policy in those cases involving small, highly specialized, and high cost allied health training.

It is recommended that policies and procedures be developed to coordinate the placement of students in clinical settings on a Statewide basis. Exploration should be made of the feasibility of providing financial assistance to free-standing community hospitals for a fair share of the costs of the educational component in the clinical preparation of allied health trainees either through direct funding or indirectly through services rendered by college-supported faculty.

## BIOMEDICAL RESEARCH

### Introduction

Research is a significant component of higher education in South Carolina. The "questioning attitude" is valuable as a teaching strategy for institutions of higher learning. The Commission is undertaking a comprehensive examination of the research interests, capabilities, and potential of the postsecondary educational institutions, beginning with biomedical research. The National Science Foundation has awarded a study grant to the South Carolina Committee for an Experimental Program to Stimulate Competitive Research. It is expected that the Committee will identify those areas holding greatest potential for achieving excellence in research, and will suggest additional resources needed for development of research capability.

Research has been defined as an orderly exploration of ideas based upon sound principles that leads to logical conclusions. Research creatively explores the unknown seeking to find questions, explanations, understandings, and solutions. The creation of new concepts addressing questions of why is usually the product of basic research. Questions of how are usually addressed by applied researchers working on results of basic research to make them useful.

It is a goal to encourage research activity within higher education, since research is an essential element of education at that level. The spirit of inquiry and creativity is vital to maintaining the intellectual health and vigor of South Carolina institutions. In fulfilling their educational missions, institutions should develop the creative environment to encourage the discovery and expression of new ideas.

## Objectives of Biomedical Research

Biomedical research encompasses discoveries of new facts on the nature of the human body and behavior that relates to health and illness, the discoveries of clinical procedures for treatment, and ultimately the eradication of diseases.

Realization of the primary objectives of biomedical research will have a profound impact on the lives of all people. These objectives are:

1. to improve the clinical techniques and procedures used by health professionals in the promotion of health, and in the diagnosis, treatment, and prevention of disease;
2. to reduce the costs of health care through the development of methods for the early recognition, prevention, and treatment of disease, and for the improvement of health care delivery;
3. to continue to be an integral component of the education of future health professionals, as well as of the public;

4. to improve the general quality of life by finding solutions to health and environmental problems; and
5. to contribute to an atmosphere conducive to the attraction of federal, private, and industrial investment in biomedical research and development.

## Health Problems in South Carolina

### Peri-Natal Mortality

The fetal death rate in South Carolina in 1976 was nearly 50% higher than in the nation as a whole (15.0 fetal deaths per 1,000 live births in South Carolina compared to 10.5 per 1,000 live births nationwide). Likewise, neo-natal death rates (death during the first 28 days of life) exceed the national rates, although to a lesser degree (13.3 deaths per 1,000 live births in South Carolina compared to 10.9 deaths per 1,000 live births nationwide). In each category the rate for nonwhites is approximately 50% higher than the rate for whites.

### Cardiovascular Diseases

As in other states, diseases affecting the heart and blood vessels cause more deaths in South Carolina than any other disease category. Although the crude death rates for these diseases appear better than the national average, the rates adjusted for age indicate that premature deaths from these causes exceed the national rate. The age-adjusted rate for death due to cardiovascular diseases in 1975, including strokes, was 7.84 deaths per 1,000 population. The national average for that year was 5.79 deaths per 1,000 population. The death rates for cardiovascular diseases appear to be decreasing for reasons that have not yet been determined.

## Cancer

In contrast to cardiovascular diseases, the death rates for malignant diseases appear to be increasing in both South Carolina and the nation. Although the crude death rate for South Carolina is lower than the national rate, the age-adjusted rate indicates that South Carolina citizens die of cancer at an earlier age than nationally. The age-adjusted rate for South Carolina is 1.59 deaths per 1,000 population compared to the national rate of 1.33 deaths per 1,000 population.

## Physical and Mental Disabilities

Taking into account poverty and related disadvantages, the number of developmentally disabled persons in South Carolina has been estimated (1976) at 7.93% of the population of 229,643 persons. This group consists of 178,406 persons with mental retardation, 21,711 with cerebral palsy, 28,957 with epilepsy, and 579 with autism. These estimates are twice the commonly quoted 3.82% frequency nationwide.

Because of the nature of psychiatric illnesses, the major portion of the responsibility for patient care has been assumed by the State. During fiscal year 1977-78, the Department of Mental Health admitted 7,046 in-patients with an average daily population of 3,826; out-patient visits totaled 159,629. In addition, major private in-patient facilities exist in Charleston, Florence, Columbia, Spartanburg, and Greenville.

## Genetic Diseases

Heritable disorders pose major long-term burdens on the population. They not only remain for the lifetime of the affected individual but may be transmitted to future generations. Significant inherited disorders in the form of malformations or disturbances of vital functions affect at least five percent of the population, limiting their productivity and lowering the quality of their lives. The occurance of a broad range of genetic diseases throughout South Carolina provides the opportunity for the State's researchers to share in genetic discovery. This also dictates the responsibility and affords the challenge to make genetic counseling more available and accessible throughout the State.

## Health Problems Unique to South Carolina

In addition to the health problems cited above, certain special health problems which occur in South Carolina offer the opportunity for biomedical research. These include the high incidence of:

a) carcinoma of the esophagus (Sea Island blacks);
b) defects of the spine and brain (Piedmont region);
c) carcinoma of the lower bowel (Upper Savannah region); and,
d) ischemic heart disease and hypertension (Northeastern region of the State).

These health problems, like those more widespread, require biomedical research if underlying causes of their high incidence are to be found and appropriate prevention or treatment measures are to be applied.

## Health Hazards

Other problems such as accidents, pollution, and the handling of toxic and radioactive substances bear directly on the health and quality of life of South Carolina citizens. The impact of these forces presents hazards in the workplace, in recreational areas, and at home.

## Research in Health Education

In South Carolina the need is great for research in the methodology of health education in order to modify behaviors and life-styles that influence health. Good health practices must be taught to those South Carolina citizens who are undereducated and functionally illiterate. Conventional techniques such as public service announcements and distribution of pamphlets are largely ineffective. Nutritional improvement, for example, is a major need in South Carolina, and is greatly dependent on education. The problems of aging and alcohol and substance abuse are other examples of problems which can be ameliorated through research.

Research in health education should focus on the techniques that reach individuals on a personal level. Close coordination with the South Carolina Department of Health and Environmental Control will assist in the implementation and assessment of special health education projects.

## Biomedical Research in South Carolina

The fundamental issue concerning biomedical research is the need to develop an atmosphere that will provide the potential for more and better research, building on the foundation already in place in South Carolina. The State has a nucleus for biomedical research that, with additional financial resources, could become a starting point for significant programs designed to solve many of the problems that have been cited. Certain individuals with unusual talent and recognition in the scientific community are currently located in South Carolina. At the two medical schools, for example, the State has major groups committed to immunological research. Modern facilities in biophysics, biochemistry, computer science, and biomedical engineering are in place in the State.

Faculty members at the developing School of Medicine at the University of South Carolina are also productive in biomedical research. Opportunities are excellent for significant benefits to the State through collaboration in some major areas of biomedical research.

The College of Graduate Studies at the Medical University of South Carolina provides a significant framework in an academic health center for biomedical research at the graduate, postdoctoral, and faculty levels throughout a broad spectrum of the biomedical sciences, including anatomy, biochemistry, biometry, immunology and microbiology, pharmacology, and physiology. Programs leading to the Ph.D. degree are offered in these specialties with emphasis on both basic and applied approaches to problems in biomedical research. Major biomedical research projects are in progress in pharmacology, immunology, cellular and molecular pathology, and other areas. The General Clinical Research Center, the Mass Spectrometry Laboratory, the Eye Institute, and the Biomedical Marine Research facilities on James Island are some outstanding examples of the resources available for research at the Medical University.

The College of Health at USC is a major resource for biomedical research in the area of pollution control and prevention. In combination with the capabilities of the Belle W. Baruch Institute for Marine Biology and Coastal Research, the College of Health provides expertise on the environment of the marshes and the detection of trace elements. The Cooperative Research Facility of the Marine Resources Research Institute, Department of Wildlife and Marine Resources, at James Island, resulting from a joint agreement between the Commission on Higher Education and the Department of Wildlife and Marine Resources, provides a Statewide resource for research and training in marine science for faculty and students from public and private educational institutions. This interinstitutional research facility is strategically located for biomedical research based on the use of marine organisms.

Institutional interactions are underway, as exemplified by the Sea Grant Consortium, by the collaboration of the three genetic centers in the State, by private arrangements between and among USC and MUSC faculty, and by the cooperative projects Clemson University conducts with various other institutions. The recognition of existing capabilities, potential, equipment and interests at various campuses can result in a new era of interaction, cooperation, and collaboration.

The State receives far less than a proportionate share of federal health dollars and funds from private voluntary health agencies. South Carolina has the potential to close the gap, if provided the funding to make use of what is in place. Throughout the nation, the investment of local funds in biomedical research attracts funds in significantly greater amounts from outside. This is also true in South Carolina where the investment of local funding in research at MUSC, USC, and Clemson brings additional funds to these institutions from outside sources. South Carolina lags behind other states in commitment of funds to biomedical research. North Carolina, for example, attracts about eight times as much as South Carolina in funds for research from federal sources and from voluntary health organizations such as the American Heart Association, the American Cancer Society, and other voluntary agencies. Furthermore, North Carolina has 59 training programs in biomedical research; South Carolina has only four. This is indicative of the need to train future biomedical research investigators in the State. The amount of research funds attracted from federal and voluntary agencies is much larger at the University of Alabama than in all of South Carolina. Sufficient seed money would generate a critical mass sufficient to enable South Carolina to secure a larger share of the available financial support for biomedical research.

Social, economic, and educational impacts alone make biomedical research a sound investment. When this investment is also seen as seed money that can be used to attract research dollars from other sources, the soundness of the investment is proportionately increased.

This initial effort by the Commission to examine biomedical research from a State-level perspective has accomplished much, but much remains to be done. The Commission will appoint a biomedical research advisory group with the following responsibilities:

1. to recommend priorities for biomedical research and the resources necessary to act on them;
2. to recommend methods to promote interinstitutional cooperation in biomedical research;
3. to recommend mechanisms for the effective transfer of information from the biomedical community to the public and to the Legislature, to elicit greater awareness and support; and
4. to recommend other steps that the State may take to develop a biomedical research base with the necessary breadth and support.

The Commission will recognize the importance of seed money to support biomedical and other research in submitting its recommendations to the Budget and Control Board and to the General Assembly.

It is recommended that the institutions, particularly those conducting advanced graduate programs in the life sciences, recognize that continued progress in biomedical research is directly proportionate to the quantity and quality of young investigators and students. The proper environment must be available not only to attract and encourage students and faculty of high quality, but also to compete for external funding.

## INTERRELATIONSHIPS AMONG HEALTH PROFESSIONS

Some functions formerly carried out by physicians are now discharged by other types of health care professionals trained in alternate programs. Planners for health and medical education must therefore consider the entire spectrum of the health professions when reviewing proposals for new programs, in assessing need, and in making manpower projections. The Commission has begun an examination of the educational implications of the issues and problems that result from overlapping responsibilities of various health professions and conflicting practice acts.

The educational requirements for the training of dentists, veterinarians, pharmacists and optometrists, and other health professionals were reviewed. Dental manpower appears to be approaching the level of demand. It is extremely difficult, however, to project future needs with accuracy because of numerous variables. For example, it seems appropriate to expect an increase in demand if third party payments become greater. Furthermore, a substantial need for dental personnel exists among unserved populations.

Student interest in veterinary medicine is high, and applicants for admission to schools of veterinary medicine must have outstanding academic credentials to be accepted. Although South Carolina does not have a school of veterinary medicine, the State provides financial support for its qualified applicants at out-of-State schools in Georgia and elsewhere under the provisions of the SREB contract mechanism.

The demand for pharmacists appears to be abating in view of the productivity of the schools at USC and MUSC, and the focus is now on improvement in quality, graduate education, and research.

Educational programs for health care professionals in South Carolina should continue to reflect the need for a mixture of physicians, medical specialists, dentists, nurses, pharmacists, veterinarians, allied health professionals (both traditional and non-traditional), optometrists, podiatrists, and associated technical assistants working cooperatively to expand access to high quality health and medical care. There is a responsibility for education to respond to adjustments in proportional representation within the practice mixture, adjustments in manpower requirements for health care professionals, and policy and procedural changes that may be required to modify the mixture and quantity in response to demonstrated need for change.

Opportunities for South Carolina students to study optometry are currently provided at the University of Alabama at Birmingham and at the Southern College of Optometry (Tennessee), through the contracts for services arranged through the Southern Regional Education Board. If Southern College plans to reduce its enrollment, alternative ways to assure continued opportunities for South Carolinians to pursue careers in optometry should be identified. Further consideration should be given to regional needs in optometry and to the feasibility of joining with neighboring states in meeting those needs.

The Commission's interest in interrelationships among the health professions will be sustained through the Health Education Authority, which includes in its membership broad representation from health care professions, the educational institutions, and the public. Among its concerns will be the potential impact of proposed major changes in the health care delivery system that could alter the interrelationships among health professionals and require modifications in educational programs.

In addition, efforts will be initiated to review and evaluate educational strategies designed to assure the continuing competence of health professionals, such as programs in continuing education, content and effectiveness of audio-visual and television programs, and others. Further study also will be given to cost containment in health education programs without sacrifice of quality.

## X. FACULTY

### BACKGROUND

The recruitment, training, and retention of faculty of high quality are essential to the health of any institution. The quality of any institution is judged not so much by its physical facilities, although important, as by the capabilities of its faculty in instruction, in basic and applied research, and in public service to the larger community of which the institution is a part.

Better public understanding of the working lives of faculty is important, and that understanding will contribute to enhanced appreciation for the necessity of adequate compensation of faculty and for institutional evaluation of faculty performance. These subjects are discussed in the sections which follow.

### FACULTY WORKLOAD AND RESPONSIBILITIES

The Council of Academic Vice Presidents made a study in 1977 of faculty workload at South Carolina public senior institutions.* It showed that the typical faculty member spends more than 60 hours per week in professional, job-related activities during the academic year. By campus, the average work week ranges from a low of about 55 hours to a high of more than 68 hours. These figures are consistent with the workload, 55 to 62 hours per week, of faculty members reported in other states in which similar studies have been carried out. These figures are also consistent with similar studies of the work activities of other professional groups.

These studies correct the misconception that faculty members work only the hours per week in which their teaching load is often expressed. Formal classroom meetings with groups of students constitute only a small portion of total faculty workload. In addition to time spent in class, faculty members prepare for class, read and study in their fields, meet individually with students, grade assignments, serve on departmental and institutional committees and carry out other governance responsibilities, and perform various other assigned tasks at an institution. In addition to these activities, most faculty members at the senior institutions are expected to engage in research related to their fields.

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*A complete report of the 1977 faculty workload study is at Appendix I.

The results of the 1977 faculty workload survey are summarized below:

Average Time Spent in Various Job-Related Work Activities, Faculty of Public Senior Institutions and Branches, 1977-78

| Activity | Average time per week | | |
|---|---|---|---|
| | Mean, All Faculty (hours) | Means by Campus High (hours) | Means by Campus Low (hours) |
| Classroom instruction | 10.37 | 14.05 | 8.17 |
| Preparation for class and unscheduled contact with students | 19.16 | 25.63 | 8.84 |
| Advising students, curriculum development, and other activities related to classroom teaching | 6.57 | 8.40 | 2.86 |
| (TOTAL INSTRUCTIONAL TIME) | (35.73) | (42.47) | (25.41) |
| Professional development: research, scholarship, and professional activities | 14.31 | 21.60 | 4.40 |
| Internal service activities (e.g. committee work and administrative duties) | 8.72 | 14.70 | 6.87 |
| Public Service | 1.58 | 1.88 | .55 |
| TOTAL WORK WEEK | 60.34 | 68.82 | 55.40 |

The amount of time devoted to different activities, such as classroom contact hours as compared to research, varies among institutions depending upon the institutional mission. Where more original research is expected of the faculty, there usually is a commensurate reduction of the amount of time assigned to classroom teaching.

As faculty workload and responsibilities demonstrate, faculty work longer than the typical forty-hour week. In fact, in nine months the average faculty member works more hours than the forty-hour week would require in a year. Faculty members often devote their summers to additional research to remain current in their fields.

At all postsecondary educational institutions in South Carolina much effort is expended by faculty beyond that in the formal meeting in the classrooms. Sound teaching requires that an instructor spend extensive time reading journals and monographs or engaging in other appropriate activities to maintain knowledge of new developments in the field being taught. Students at the college level do not benefit fully from instruction which merely transmits knowledge current when the faculty member attended graduate school. The pace of discovery and scholarship in all academic fields demands that the instructor spend significant periods of time absorbing new knowledge in order to incorporate it into the material taught.

Moreover, instructors will be better teachers of their subjects as the result of insights gained from continuing research in their fields. Such research activity is essential for teachers at the graduate level, and is important at the undergraduate level. It is for this reason that a college faculty member is expected to devote significant time to research. Opportunity to engage in research requires uninterrupted periods of time together with support for travel to libraries, laboratories, and other appropriate locations. Faculty engaged in teaching in certain professional fields also need to engage in continuing practice of their professional activities, such as the clinical psychologist or the physician who continues to work with clients or patients in order to refine his or her insights into the field. To retain a high level of professional competence in South Carolina institutions of higher education requires continued endorsement and support for such research and professional practice.

While no survey has been made of faculty workload at the technical education institutions, it is anticipated that the results would be similar to those reported above. In order to verify that assumption, the Commission recommends that a similar survey be carried out within the technical education system. These faculty members, as with those in the surveyed institutions, teach, advise students, prepare courses, evaluate student assignments, serve on committees, participate in institutional planning, and continue their professional development.

In summary, faculty workloads in South Carolina public colleges and universities appear to be comparable to workloads among faculty included in similar surveys in other states. The workloads vary among senior institutions, especially insofar as the relative weight of teaching and research reflects the missions of the institutions.

In its investigation the Commission noted an apparent increase in the number of part-time faculty members employed by the South Carolina institutions. Widespread employment of part-time faculty may not be the most effective way to carry on instruction both from the viewpoint of cost to the State and impact on the student. The Commission will undertake a study of the extent to which reliance is placed by public institutions on the use of part-time faculty.

## FACULTY COMPENSATION

Faculty compensation patterns do not readily fit into a statewide classification system. Determination of faculty compensation depends upon judgment of quality made over a period of time by academic administrators who are best able to judge that quality. Faculty productivity cannot be judged on the same basis as that of personnel in production or in most service occupations. The productivity of a professor who instructs 150 students in a course is not fully and immediately apparent at the end of the course; nor can one immediately and fully measure the importance of the publication of an article in a scholarly journal. Some subjectivity is inherent in the measurement of faculty quality.

The imposition of a classified system of faculty compensation, if it provided automatic increases based solely on length of service, could be counterproductive. Such a system would not adequately reward significant accomplishment in teaching, community service, and scholarship. Under such a system, faculty might be compensated disproportionately only for years of service. As a result, excellence might not be appropriately recognized. It is recommended that the Budget and Control Board impose no rigid classification system for faculty members and research staff with faculty appointments at public institutions.

The levels of faculty compensation in South Carolina public institutions vary by institutions, as indicated in detail in Table 19. Such differences in average compensation by type of institution are common. Comparisons of average faculty compensation in public institutions in the 14 member states of the Southern Regional Education Board are shown in Chapter VI.

The present retirement system for State employees allows little flexibility for faculty. Many faculty members in other states and in private institutions are members of the retirement system operated by the Teachers Insurance and Annuity Association (TIAA). If faculty in those institutions knew that they could bring these retirement benefits with them to South Carolina and could continue to build upon them, the State would have greater opportunity to recruit outstanding faculty from such institutions. Therefore, the Commission will study the possibility of providing for faculty the option to participate in either the State Retirement System or TIAA.

## FACULTY DEVELOPMENT

Faculty members are the primary resource of a college or university for stimulating appropriate learning and are central in maintaining and enhancing institutional quality and vitality. Therefore, an ongoing program of faculty development and renewal should have a high priority at all of South Carolina's institutions of higher learning.

It is recommended that each public postsecondary educational institution in the State increase its efforts to recruit, for faculty, staff, and administrative positions (1) women, and (2) persons in a racial minority on that campus.

Table 19

## AVERAGE SALARY OF FULL-TIMF INSTRUCTIONAL FACULTY, 9-MONTH SALARY CONTRACTS, 1978-79(1)

| Institution | Average Salary By Rank ($) | | | | |
|---|---|---|---|---|---|
| | Prof. | Assoc. Prof. | Asst. Prof. | Instr. | Other |
| Clemson U. | $26,677 | $21,119 | $16,696 | $14,002 | $13,484 |
| USC-Columbia | 29,079 | 21,634 | 17,332 | 13,278 | 19,085 |
| Coll. Charleston | 22,800 | 18,333 | 15,703 | 12,444 | -- |
| Francis Marion | 24,818 | 19,364 | 16,508 | 12,492 | -- |
| Lander | 21,458 | 17,692 | 15,622 | 12,494 | 10,903 |
| S.C. State | 22,203 | 18,459 | 15,975 | 12,918 | -- |
| The Citadel | 24,485 | 19,469 | 16,109 | 9,310 | -- |
| USC-Aiken | 20,607 | 17,616 | 14,174 | 11,340 | 10,800 |
| USC-Coastal | 20,146 | 17,503 | 14,788 | 13,403 | -- |
| USC-Spartanburg | 20,103 | 18,191 | 15,172 | 13,218 | -- |
| Winthrop | 24,418 | 19,966 | 16,709 | 12,860 | 10,506 |
| USC-Beaufort | -- | 15,999 | 13,728 | 11,683 | -- |
| USC-Lancaster | -- | 16,119 | 14,514 | 12,672 | -- |
| USC-Salkahatchie | -- | 16,267 | 13,610 | -- | -- |
| USC-Sumter | -- | 16,659 | 13,865 | 12,907 | -- |
| USC-Union | -- | 15,782 | 14,284 | 12,379 | -- |
| Aiken Tech. Coll. | | | | | 11,782 |
| Beaufort | | | | | --(2) |
| Chesterfield-Marlboro | | | | | 11,709 |
| Denmark Tech. Ed. Center | | | | | 10,284 |
| Florence-Darlington Tech. Coll. | | | | | 11,729 |
| Greenville | | | | | 13,699 |
| Horry-Georgetown | | | | | 12,409 |
| Midlands | | | | | 12,880 |
| Orangeburg-Calhoun | | | | | 12,405 |
| Piedmont | | | | | 12,507 |
| Spartanburg | | | | | 13,714 |
| Sumter Area | | | | | 12,863 |
| Tri County | | | | | 13,302 |
| Trident | | | | | 11,937 |
| Williamsburg | | | | | 11,396 |
| York | | | | | 12,148 |

Notes

(1) Source: Institutional reports, USOE Form #2300-3, "Employees," Higher Education General Information Series, 1978. Excludes teachers of medicine.

(2) No faculty employed on 9-month contracts, all on 12-month.

At the time individual faculty members complete their advanced degrees and are beginning their careers, they are only beginning the career-long process of becoming fully competent professionals as teachers, advisors, evaluators, committee workers, and researchers. New faculty need guidance to develop skills essential to carry out these critical responsibilities. Furthermore, there is a continuous need to improve courses, to understand new approaches and techniques, to assimilate and teach new knowledge, and to grow personally -- the unending process of up-dating, refining, and extending professional development while at the same time deriving the self-satisfaction and insight necessary to sustain effective performance. There is no better way to serve institutional goals and improve instruction than through the personal and professional growth of faculty.

Faculty evaluation can be an important aspect of faculty development since such evaluation can reinforce personal growth and instructional improvement throughout a faculty member's career. In one sense, the goals of faculty evaluation are identical to those of faculty development: the improvement of college teaching and the improvement of student learning. In a broader sense, such evaluation means monitoring the growth of faculty members as persons embodying the quality which a college or university seeks to cultivate. When appropriately used, the information derived from faculty evaluation can be most valuable in creating and implementing a faculty development program.

In cooperation with the faculty, the academic administration of each State college and university should help in creating and maintaining a faculty development program by implementing policies and procedures to assist faculty members in their professional and personal growth. Leadership also must be provided in establishing appropriate reward systems to reinforce the development of teacher-scholars who effectively serve as resource persons to colleagues and mentors to students.

## TENURE

Academic freedom is basic to our society and has been identified by the U.S. Supreme Court as a right guaranteed under the First Amendment. Academic freedom means that an individual faculty member has the right to teach his subject without interference, to do research, to publish the results of this research, and to speak as a private citizen without fear of reprisal.

It is the responsibility of each public institution of higher learning in South Carolina to ensure that its faculty members are secure in their freedom to teach, to investigate, and to participate as citizens of the community. Likewise, it is the responsibility of each institution to fulfill its duly prescribed and accepted mission and obligations to the citizens of South Carolina. Intellectual controversy can be an essential element in free academic inquiry. However, when pressure of any kind is directed against what is perceived as controversial, such pressure becomes inimical to academic freedom and is unacceptable.

The governing board at any publicly supported college or university in South Carolina may adopt a system of tenure as a possible aid in its efforts to sustain proper freedom of thought and academic action for its faculty members. Any institution so electing should subscribe to principles of academic freedom in the form of a written statement.

Under any system of tenure the performance of any faculty member should be evaluated against established criteria. Such criteria typically reflect standards for teaching, research, and various forms of public service. Tenure is granted if the faculty member has demonstrated the professional qualities and dedication required to function effectively as a teacher and scholar. This means that the faculty member will have a continuous appointment so long as there is continuing demonstration of professional competence and personal integrity, and so long as the program for which he is employed is continued.

By measuring faculty against recognized standards within a tenure system, participating colleges and universities provide themselves with an orderly and fair means of assuring themselves continuity in providing high quality instruction. Tenure does not protect the unfit or the incompetent. Tenure does not represent a lifetime contract or job security for one who falls short of clearly defined standards of conduct. Tenure may be terminated for cause; for example, for unprofessional conduct, moral turpitude, or incompetency. Tenure may also be terminated because of program discontinuance or demonstrable financial exigency. Tenure regulations at South Carolina's public four-year colleges and universities should clearly prescribe professional and personal standards of conduct and performance. In addition, tenure regulations should provide faculty and institutions with provisions for due process in order to protect rights and privileges afforded faculty and institutions by law.

Tenure provides protection for institutions and for scholars and teachers in the exercise of their duties and responsibilities in the classroom, the library, the laboratory, or wherever the spirit of free academic inquiry may lead.

# XI. STUDENTS

## INTRODUCTION

Five subjects related to students are dealt with in this chapter: enrollment projections, freshman admissions, transfer students, student financial aid, and student services.

## ENROLLMENT PROJECTIONS

Future enrollment in all institutions of higher education in the State through 1990 has been projected using two different techniques, one based on the participation rate of various groups of the population in higher education, another based on the projected numbers of high school graduates in the State. The results are not in exact agreement, as is expected, but do agree generally because (1) the population of the State of "college age" -- 18 through 24 years of age -- is expected to remain relatively constant through 1990, (2) the proportion of the population which is older - 25 through 34 years of age - will continue to increase for the foreseeable future, and (3) the numbers of high school seniors to be graduated annually is expected to fluctuate, increasing by about 5% in the early part of the next decade, and then decreasing by 1990 to slightly below the 1978 figure.

A single projection, the result of averaging the detailed projections, suggests that total enrollment in all postsecondary institutions in the State, currently about 128,000, will continue to increase until about 1982, when the total is projected to reach 141,000, an increase of about 10% over the 1978 figure. From 1982 through 1990, this averaged projection suggests that the total will remain essentially constant. This average projection is displayed in Table 20. Despite the apparent precision of the numbers in this table, it should be remembered that each entry is an average of projected values. The range of variation in the numbers leading to each of these average values

## Table 20

## TOTAL HEADCOUNT ENROLLMENT IN SOUTH CAROLINA ACTUAL ENROLLMENT (IN THOUSANDS) BY SECTOR

| Year | Public Colleges and Universities | Technical Colleges | Private Colleges | Total |
|---|---|---|---|---|
| 1970 | 37.5 | n/a(1) | 21.0 | - |
| 1971 | 43.6 | n/a(1) | 21.8 | - |
| 1972 | 49.4 | 21.3 | 21.9 | 92.6 |
| 1973 | 53.6 | 21.2 | 22.9 | 97.7 |
| 1974 | 58.7 | 25.5 | 23.3 | 107.6 |
| 1975 | 65.0 | 36.6 | 25.3 | 126.8 |
| 1976 | 64.6 | 32.7 | 25.7 | 123.0 |
| 1977 | 65.7 | 35.2 | 25.4 | 126.3 |
| 1978 | 67.6 | 34.6 | 25.5 | 127.7 |

### Projected Enrollment(2) (Nearest Thousand) By Sector

| Year | Public Colleges and Universities | Technical Colleges | Private Colleges | Total(3) |
|---|---|---|---|---|
| 1979 | 70 | 37 | 26 | 134 |
| 1980 | 71 | 39 | 26 | 136 |
| 1981 | 73 | 40 | 27 | 139 |
| 1982 | 74 | 40 | 27 | 141 |
| 1983 | 74 | 41 | 27 | 141 |
| 1984 | 73 | 40 | 26 | 140 |
| 1985 | 72 | 40 | 26 | 138 |
| 1986 | 71 | 40 | 25 | 137 |
| 1987 | 71 | 41 | 25 | 136 |
| 1988 | 71 | 41 | 25 | 138 |
| 1989 | 72 | 42 | 26 | 140 |
| 1990 | 72 | 42 | 26 | 141 |

Notes:

(1) n/a: not available.

(2) Entries in this Table are rounded averages of more detailed projections. The range between the highest and lowest values projected for each year by each of these increases with time and is not the same for each sector. For example, the range in the totals for 1980 is from a low of 134 thousand to a high of 140 thousand, or 4%. Similarly the range for the total in 1985 is about 20% and for 1990, about 24%.

(3) Details may not add to total due to rounding.

increases with time from the present, from about 2% in 1980 to more than 15% in 1990.

The first method employed in making these projections, called the "age ratio" method, depends on the fact that a correlation exists between college enrollment and college-age population. These correlations were determined, for different types of institutions and students, from historical data. Combined with projections of the appropriate age groups of the population in the State, the projected ratios yield projected enrollments. Two projections were made using this method. One, called the "Variable Ratio" alternative, is made under the assumption that recent trends in the ratios of enrollment to population will be continued in the future; and another, called the "Fixed Ratio" alternative, is made under the assumption that the current values of these ratios will remain constant.

The second method utilized historical data on the progression of students from high school to and through college. This is called the "cohort survival" method. Combined with projections of high school graduates within the State, this method yields projected undergraduate enrollments under the assumption that the progression rates of students from class to class will remain the same in the future. This method was not extended to projections of graduate students.

Both methods are therefore based on the general assumption that the recent past is a reliable guide to the immediate future. It was assumed that such factors as the proportions of South Carolina residents enrolled out-of-State and the proportions of non-residents enrolled in-State will remain the same. Throughout, it has also been assumed that no major economic crises will occur, and that the structure of higher education systems in the State will not change.

These projections are summarized in Tables 21 and 22, and shown in Figure 1 and 2. It is projected that total enrollments in the State will

## Table 21

### PROJECTED TOTAL ENROLLMENT (IN THOUSANDS) BY AGE-RATIO METHOD

| Sector | Actual | | Projected | |
|---|---|---|---|---|
| | 1978 | 1980 | 1985 | 1990 |
| Total | 127.7 | | | |
| Variable Age-Ratio | | 140.6 | 152.8 | 161.3 |
| Fixed Age-Ratio | | 133.5 | 136.2 | 134.2 |
| Public Colleges & Universities | 67.6 | | | |
| Variable Age-Ratio | | 72.6 | 76.3 | 78.8 |
| Fixed Age-Ratio | | 68.9 | 70.3 | 69.2 |
| Technical Colleges | 34.6 | | | |
| Variable Age-Ratio | | 40.3 | 47.7 | 52.3 |
| Fixed Age-Ratio | | 38.0 | 40.1 | 39.7 |
| Private Colleges & Universities | 25.5 | | | |
| Variable Age-Ratio | | 27.7 | 28.8 | 30.2 |
| Fixed Age-Ratio | | 26.6 | 25.8 | 25.2 |

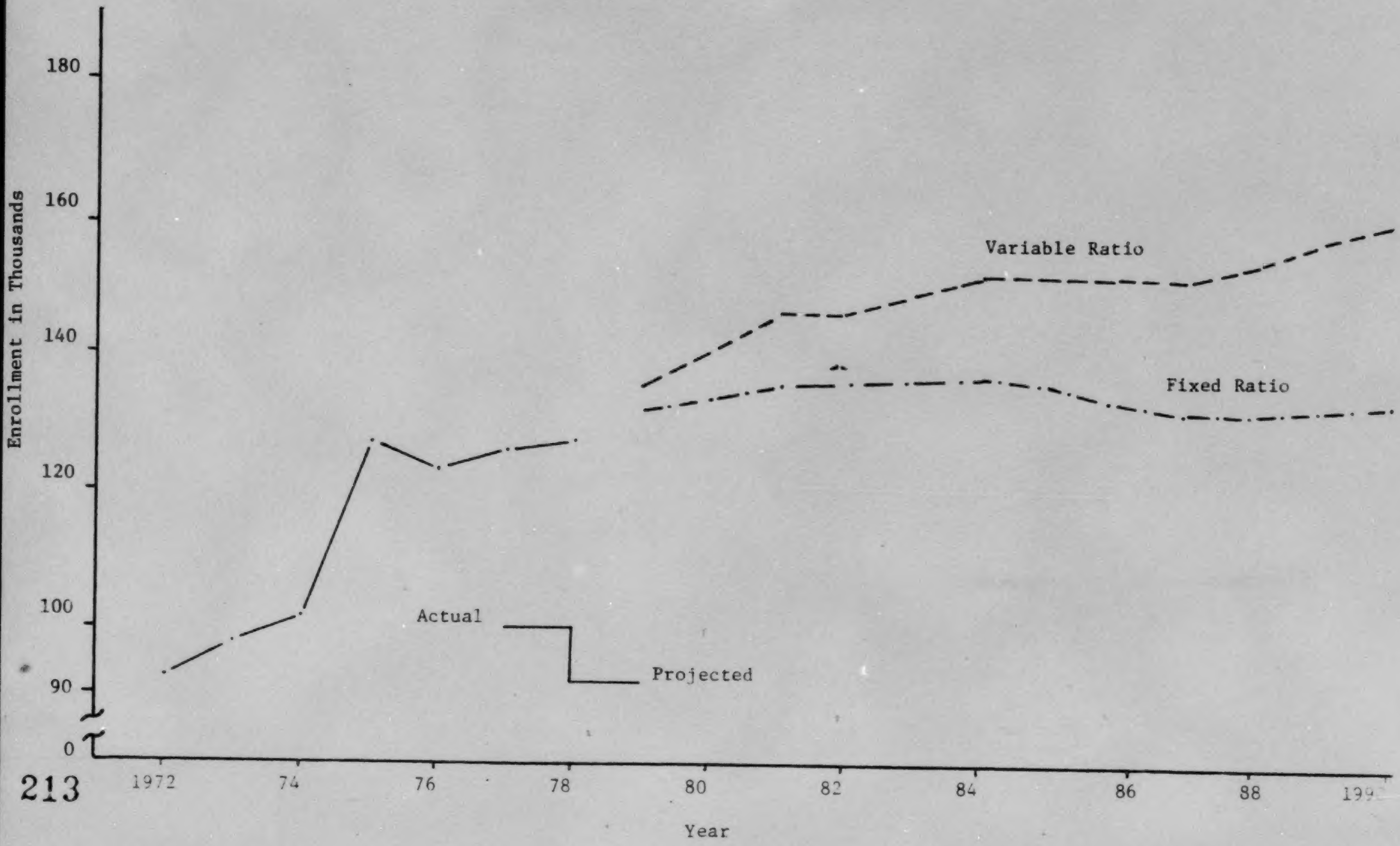
## Table 22

## PROJECTED UNDERGRADUATE ENROLLMENT (IN THOUSANDS) BY COHORT SURVIVAL AND BY AGE-RATIO METHODS

| Sector | Actual | | Projected | |
|---|---|---|---|---|
| | | 1980 | 1985 | 1990 |
| Total | 112.5 | | | |
| Cohort Survival | | 118.1 | 110.0 | 111.6 |
| Variable Age-Ratio | | 124.4 | 136.9 | 150.4 |
| Fixed Age-Ratio | | 115.9 | 116.6 | 114.5 |
| Public Colleges & Universities | 53.8 | | | |
| Cohort Survival | | 56.3 | 53.7 | 53.5 |
| Variable Age-Ratio | | 57.8 | 61.8 | 66.3 |
| Fixed Age-Ratio | | 52.6 | 52.0 | 50.9 |
| Technical Colleges | 34.6 | | | |
| Cohort Survival | | 37.4 | 33.3 | 35.0 |
| Variable Age-Ratio | | 40.3 | 47.7 | 52.3 |
| Fixed Age-Ratio | | 38.0 | 40.1 | 39.7 |
| Private Colleges & Universities | 24.1 | | | |
| Cohort Survival | | 24.4 | 23.0 | 23.1 |
| Variable Age-Ratio | | 26.3 | 27.4 | 31.8 |
| Fixed Age-Ratio | | 25.3 | 24.5 | 23.9 |

Figure 1

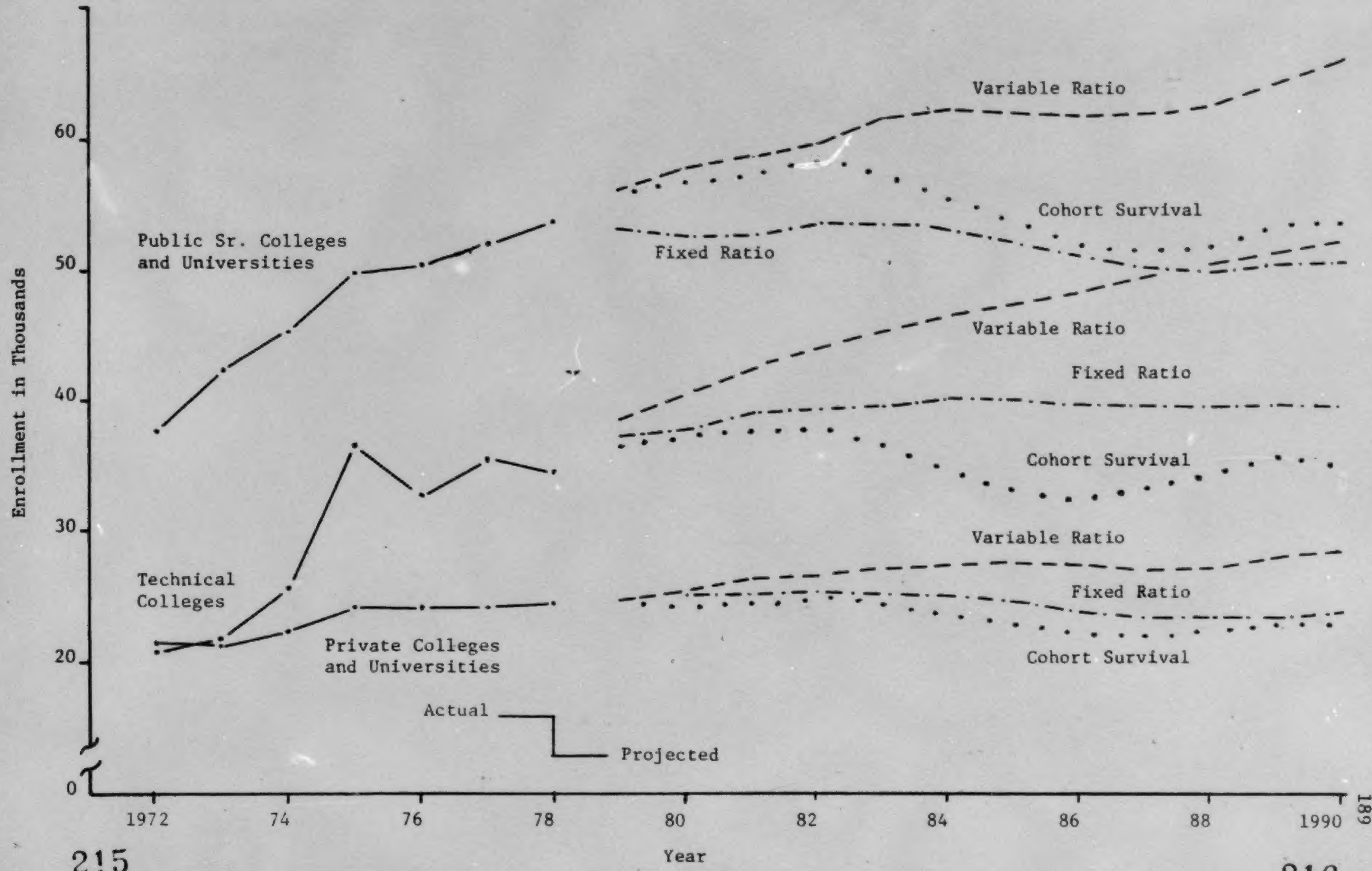
ACTUAL AND PROJECTED TOTAL ENROLLMENT,
AGE-RATIO METHOD



213 214

Figure 2

ACTUAL AND PROJECTED UNDERGRADUATE ENROLLMENT, AGE-RATIO AND COHORT SURVIVAL METHODS



continue to increase slowly through the first few years of the next decade, approaching a total ranging from 7% to 20% larger than the 1978 figure. In the last half of the decade, the total may continue to increase, to a level 26% higher than the 1978 figure, or may then stabilize or experience a decline of 1 to 2 percent.

Comparisons with national and regional projections made by others show that the projected patterns of overall change in enrollment in South Carolina are consistent with these expected trends. Within this general agreement, however, these projections for South Carolina do indicate a somewhat different mix of enrollments by sector compared to the national projections. In South Carolina, enrollment in public senior colleges and universities and in private colleges and universities will be somewhat larger, and in the two-year technical institutions somewhat less, than is expected to be the case nationally.

The ranges of projected enrollments summarized by sector in Tables 21 and 22 are believed to be reasonable. For example, by 1990 the undergraduate enrollment in public senior colleges is projected to be between 50,900 and 66,300, a range in the projected enrollment of about 15%. Since projections of future events are subject to error, it is the probable range of projected enrollments which ought to be considered in planning for the future.

It has not been possible to project enrollments at individual public institutions by the methods used for the Statewide projections. This is because such projections require that the enrollments of resident students at each institution be known by county of residence, data that have not been routinely collected by the Commission in the past. More precise data from the individual institutions will be required in order to develop refined enrollment projections by institution.

The Commission will periodically collect from all public institutions information on a uniform basis about the age distribution of enrolled students, and county of origin of resident students. These data and some possible refinements in methodologies will improve future projections which the Commission plans to publish no less than biennially and preferably every year. In addition, the Commission will undertake a study to determine whether or not a policy limiting enrollments at public institutions should be adopted.

## FRESHMAN ADMISSIONS

All colleges and universities in South Carolina employ two or more criteria in making admissions decisions concerning students seeking to enroll as freshmen in degree programs. Applicants for admission are not rejected, therefore, because of failure to meet any single admissions criterion. In both the non-public and public sectors the two most common criteria are high school class rank and scores on standardized aptitude tests, primarily the College Entrance Examination Board's Scholastic Aptitude Tests. Institutions under the State Board for Technical and Comprehensive Education primarily use the tests of the American College Testing Program (ACT).

Institutions within the public sector vary widely in the emphasis given to class rank and test scores, but it is generally true that high class rank can compensate for low scores on standardized tests, and vice versa. Four public institutions -- Clemson University, USC-Columbia, The College of Charleston, and South Carolina State College -- use predictive equations. Such an equation involves admissions test scores and class ranks of applicants, with weight being assigned to those test scores and class ranks on the basis of the institution's knowledge of grades earned in prior years at the institution by students with similar high school class ranks and entrance-test scores. For regular admission to the freshman class, each of these four institutions requires that its prediction formula produce for a particular student a minimum estimated freshman grade-point average (GPA), but application of the formula is only an initial screening process. In marginal cases, other factors such as the known strength of the student's high school come into play. The College of Charleston makes no distinction between residents and non-residents in its admissions requirements, but the other three institutions have slightly higher entrance requirements for non-residents.

The Citadel, Francis Marion College, Lander College, and Winthrop College do not use predictive equations but do expect nominal SAT scores and/or high school grades (or class ranks) as minimum requirements for admission. Of the four institutions, only The Citadel makes any distinction between South Carolina residents and non-residents in admissions requirements. Each of these four institutions, as well as others, make some exceptions to their minimum admissions requirements. The two universities employ marginally higher admissions criteria than do the public colleges.

The University of South Carolina's two-year and four-year campuses employ the predictive formula used by USC-Columbia, and expect the same minimum GPA for regular admission. The two- and four-year campuses, however, operate on an open admission policy for applicants not predicted to have the minimum GPA, requiring as a minimum only a high school diploma or the equivalent.

Institutions governed by the State Board for Technical and Comprehensive Education operate under a policy of open admission to institutions, with selective admission to particular programs. Students are counseled, on the basis of their admissions tests scores and other information about them, concerning the planning of their academic programs.

Only Clemson University has established as a matter of policy a limit on enrollment of non-residents of South Carolina. That limit is 20% of each entering freshman class.

Information on the freshman selection process at the Medical University of South Carolina is not presented as that institution will not admit undergraduate freshmen beginning in 1979-80.

Most postsecondary institutions in South Carolina except the technical education institutions require that applicants for admission submit SAT scores. Typically, a great majority of undergraduates in South Carolina postsecondary institutions -- especially public institutions -- are residents of this State. The 1977-78 South Carolina high school seniors who took the Scholastic Aptitude Tests represented, therefore, a high proportion of the pool of potential freshmen at institutions in the State. Useful information is obtained by comparisons of the SAT scores of that group to the nationwide scores of 1977-78 high school seniors and to the scores of students who eventually enrolled in the Fall of 1978 as freshmen at postsecondary institutions in South Carolina. The mean scores of all high school seniors in this State and of all U. S. seniors who took SAT examinations in 1977-78 were as follows:

### Mean SAT Scores of 1977-78 High School Seniors

South Carolina and United States

| Tests | Men | | Women | | All Students | |
|---|---|---|---|---|---|---|
| | S.C. | U.S. | S.C. | U.S. | S.C. | U.S. |
| Verbal | 388 | 433 | 371 | 425 | 378 | 429 |
| Math | 434 | 494 | 389 | 444 | 409 | 468 |
| Combined V/M | 822 | 927 | 760 | 869 | 787 | 897 |

Mean scores made by South Carolina seniors in high school were, in each category, significantly lower than national mean scores. On the individual tests differences ranged from 45 to 60 points and on combined scores from 105 to 110 points.

For 1978 freshmen enrolled in South Carolina private and public colleges and universities, mean scores on the SAT, reflecting Statewide scores by sex and by type of institution, are shown below:

Mean SAT Scores of S. C. College and University Freshmen, 1978[1]

| Tests | Men | Women | All Students |
|---|---|---|---|
| Verbal | 426 | 418 | 423 |
| Math | 476 | 434 | 454 |
| Combined V/M | 902 | 852 | 877 |

Mean SAT Scores of Enrolled Freshmen,[1] S. C. Institutions, 1978

| Type Institution | Verbal | Math | Combined V/M |
|---|---|---|---|
| Clemson University | 469 | 530 | 999 |
| Univ. of S.C., Columbia[2] | 446 | 474 | 920 |
| USC College of General Studies | 325 | 361 | 686 |
| USC 4-yr. Campuses | 397 | 416 | 813 |
| USC 2-yr. Campuses | 357 | 377 | 734 |
| Public Colleges | 400 | 433 | 833 |
| Non-Public Sr. Colleges | 469 | 477 | 946 |
| Non-Public Jr. Colleges | 351 | 377 | 728 |

The Statewide mean SAT scores of enrolled freshmen at postsecondary institutions in South Carolina are significantly higher than the mean scores of South Carolina high school seniors who took the SAT in 1977-78 but are only slightly below the mean scores of high school seniors nationally. Men scored somewhat higher on the 1977-78 SAT than did women, particularly on the Math SAT, in South Carolina and nationally.

SAT scores of enrolled freshmen in 1978 at South Carolina's public postsecondary institutions are summarized by residence status on the next page.

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[1] Does not include first-year students enrolled in degree programs in technical education institutions, proprietary institutions, and some non-public colleges. Data on those students were not available.

[2] Excludes the College of General Studies. Including that College, mean scores are: Verbal, 427; Math, 456; and combined total, 883.

## State Residents and Out-of-State Students, Freshmen Enrolled in 1978-79 at S.C. Public Institutions Other Than MUSC and TEC

| Type Institution | | Verbal | Math | Combined V/M |
|---|---|---|---|---|
| Universities (figures in parentheses incl. USC Coll. of Gen'l. Studies) | All Students | 456<br>(443) | 498<br>(482) | 954<br>(925) |
| | S.C. Residents | 455<br>(441) | 493<br>(478) | 948<br>(919) |
| | Out-of-State | 458<br>(454) | 512<br>(507) | 970<br>(961) |
| Senior Colleges | All Students | 400 | 433 | 833 |
| | S.C. Residents | 396 | 427 | 823 |
| | Out-of-State | 437 | 465 | 902 |
| USC 4-Year Campuses[1] | All Students | 397 | 416 | 813 |
| | S.C. Residents | 398 | 416 | 814 |
| | Out-of-State | 390 | 410 | 800 |
| USC 2-Year Campuses[2] | All Students | 357 | 377 | 734 |

Enrolled freshmen at the public universities in 1978 scored significantly higher on SAT tests than freshmen at the public colleges and the four-year campuses of USC. SAT scores of freshmen at the public colleges were not significantly higher than the scores of freshmen at the USC four-year campuses, but scores at the colleges and four-year campuses were significantly higher than at the USC two-year campuses.

Class ranks are not reported in standardized form and therefore do not usually allow comparisons as meaningful as those based upon test scores. For that reason and because analysis of that data did not reveal any patterns significantly different from patterns revealed by test scores, figures on high school class ranks are not included in this brief summary.

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[1] Out-of-State students represented only 4.3% of students for whom SAT scores were reported.

[2] Out-of-State students represented only 0.2% of students for whom SAT scores were reported -- no meaningful comparisons with State residents were possible.

The data used here have the following limitations:

1. Not all institutions in the State submitted data. Those that did not were Benedict College, Bob Jones University, Claflin College, Clinton Junior College, Friendship Junior College, North Greenville College, USC-Aiken, USC-Beaufort, Voorhees College, and the technical institutions.
2. Some institutions that submitted data did not provide usable data in some of the categories requested.
3. Because of limited participation in the Summary Data Service (SDS) of the College Entrance Examination Board, especially among non-public institutions, the information through SDS on characteristics of prospective applicants, applicants for admission, accepted applicants, and enrolled applicants was of limited utility.

Admissions-related questions, in both the public and non-public sectors, should be resolved in ways that are compatible with the stated goals of post-secondary education and with the missions of each of the public institutions, and in ways that serve students and the State well.

Differentiated admissions policies at the undergraduate level should be consistent with the missions of two-year colleges, four-year colleges, and universities.

The admissions policies of universities should be highly selective, especially in professional and graduate programs. Many high school graduates are not prepared to succeed in such an environment and it is no service to them to be admitted.

Senior colleges should accept only those students who have demonstrated by ability and motivation a reasonable likelihood of success in college.

Two-year colleges should have open admissions policies, with selective admissions to specific programs as deemed necessary. Students not sufficiently prepared to cope with senior college or university work should have the opportunity to eliminate deficiencies at the two-year institutions. This is the generally accepted function of public two-year colleges. The route is open for students who are successful in such settings to continue their education at senior colleges and universities.

The Commission recommends, with reference to admissions criteria and practices and other matters related to freshman admissions:

1. that Clemson University and USC-Columbia continue to apply higher freshman admissions criteria than are employed at senior colleges;
2. that all public colleges and universities use higher freshman admissions criteria for out-of-State applicants than for applicants who are South Carolina residents, but that specific limitations on the number of out-of-State students be avoided;
3. that each public postsecondary institution in South Carolina increase its efforts to recruit students who are in a racial minority on that campus;
4. that South Carolina high schools, singly or with others, offer all courses appropriate to the College Entrance Examination Board's Advanced Placement Program so that all students who could benefit from and would choose to take such courses would have access to them;
5. that all public postsecondary institutions formally subscribe to the Advanced Placement Program and allow full credit for courses passed by high school students with acceptable grades;

6. that all public postsecondary institutions adopt and publicize policies of admitting as regular freshmen, with the mutual consent of high school officials and college officials on individual cases, students who by the end of the eleventh grade have passed with appropriate grades the high school courses required for admission to the postsecondary institutions and who also have met other entrance requirements employed by the postsecondary institutions;
7. that all public postsecondary institutions not only make regular freshmen courses readily available to local twelfth-grade students on a "special student" basis but also publicize the availability of such courses and give full credit for grades earned in those courses upon the regular admission of the students or, on official transcripts, upon the transfer of the students to any other accredited postsecondary institution;
8. that all postsecondary institutions, public and non-public, annually provide information to the Commission on Higher Education on opportunities in postsecondary education in South Carolina for wide dissemination by the Commission; and
9. that all postsecondary institutions, public and non-public, participate fully in the reporting services of the College Entrance Examination Board or the American College Testing Program, which services could provide institutions and authorized agencies consistent, in-depth, and meaningful information on students at all stages in the admissions process at the institutions. The anonymity of individual non-public institutions would be protected by a policy of releasing only aggregated information on those institutions.

## TRANSFER STUDENTS

Transfer policies should reflect a concern for the ultimate welfare of the students, and should be aimed toward the elimination of arbitrary and unnecessary barriers to the acceptance of legitimate course credits.

Both sending and receiving institutions have responsibilities in the transfer process. The sending institution must provide sound guidance for the student who plans to transfer. The receiving institution, which has final authority over the acceptance of transfer credit, should be consistent in its credit evaluations, and should accord transfer students treatment similar to that accorded to first-time and readmitted students.

What a student has learned is more significant than the method by which it has been learned. Transfer credit for experiential education or for courses given by non-collegiate agencies should be awarded, however, only under firm guidelines and safeguards. Additionally, transfer credit should be awarded for courses taken at unaccredited institutions only after fair and reasonable validation procedures have been followed.

Once a student has demonstrated his ability to do college level work by satisfactorily completing 30 semester hours or its equivalent in a transfer program at the undergraduate level, he should no longer be required to submit entrance examination scores or a high school transcript for admission, although either may be required for advisement.

The Commission will take the following actions to improve transfer policies and processes in South Carolina:

1. establish an advisory committee to study and recommend basic core curricula for lower division transfer programs in specific majors to facilitate the transfer of students between institutions in this State;
2. initiate a study of the feasibility of all institutions awarding credit in a manner which can easily be converted to semester hours. This will contribute to consistency and ease of trans-

ferability between and among institutions in the State, but does not necessarily mean that all institutions should operate on a semester calendar basis;

3. initiate a study to determine whether students with appropriate scores on the College Level Examination Program (CLEP) General Examination should be awarded credit towards completion of their freshman year of college; and
4. initiate a Statewide study to ascertain the success of transfer to and from institutions of higher education within the State, with emphasis on the degree of success encountered by transfers from two-year to four-year institutions and the areas of study in which relatively high or low levels of success are attained.

The Commission recommends the following:

1. Transfer policies should be explained in catalogs and related documents and should be applied in a consistent manner.
2. Sending institutions should be guided by these principles:
    a) They should assure the high quality of course content and instruction in both traditional and non-traditional programs.
    b) They should assure that records of non-traditional educational programs (particularly experiential learning) are explained fully in catalogs or accompanied by sufficient data to permit the receiving institutions to make an accurate evaluation of course equivalency.
    c) They should provide curriculum placement and counseling services to students and not expect general acceptance of a large random collection of elective courses.
3. Receiving institutions should be guided by these principles:
    a) They should evaluate transcripts in a consistent manner within the institution. This can be achieved by coordination of

departmental evaluations or the consolidation of transcript evaluation within one administrative unit.

b) They should assure that records of non-traditional educational experiences are not rejected solely on the basis of their non-traditional nature. There should be a carefully developed and consistent policy for evaluating such records.

c) They should recognize the general education value of courses which may be included on a transcript but which may not be in the curriculum of the receiving institution, and award suitable elective credit.

4. Students at receiving institutions should not be required to duplicate course material already generally covered in courses at sending institutions. In cases where courses are clearly not equivalent but overlap, competency examinations should be available to facilitate transferability.

5. All institutions are encouraged to adopt the use of CLEP Subject Examinations. Credit should be awarded for scores at or above the average score made by "C" students in the national norms for the Subject Examinations - the minimum recommendation of the College Entrance Examination Board.

6. Courses designed for credit at the baccalaureate degree level and offered by an appropriately accredited institution should be accepted for transfer credit regardless of whether the receiving institution offers concentrations in the subject matter of those courses. The final determination of which of these credits can be applied to specific major and degree requirements rests with the receiving institution.

7. In order to facilitate transfer where appropriate and to minimize false expectations on the part of students, postsecondary institutions

should limit their course offerings to those appropriate to the program, mission, and purpose for which the institution is accredited.

8. Since time or mobility or both often cause oral agreements to be forgotten, each transfer student should receive a written and signed statement from the receiving institution after application and prior to enrollment indicating which courses will apply toward graduation in that student's intended program.
9. Faculty in institutions in proximity should work together in developing objectives for similar courses, so as to minimize unnecessary differences and maximize the potential for coordination, cross registration, and student transfer.

## STUDENT FINANCIAL AID

Financial aid is a major student support service because of the magnitude of dollars involved and the large number of students affected. In 1978-79 approximately 30% of the undergraduate students enrolled in public and nonpublic postsecondary institutions in South Carolina received approximately $72 million in need-based financial aid. Including non-need-based financial aid such as Social Security educational benefits and "G.I. Bill" benefits, undergraduates in South Carolina received approximately $150 million.

The Commission's recommendations in the financial aid area are designed to approach and eventually reach, perhaps by 1985-86, the ideal situation in which State residents enrolled as undergraduates at in-State institutions have no unmet financial need. Recognizing, however, that the State's monetary resources are finite and that many demands are placed upon these resources, the Commission is making recommendations which, if implemented, would require only nominal increases in South Carolina's expenditures for financial aid now and in the future but which would nevertheless produce significant increases in need-based financial aid available for State residents. Representing a comprehensive plan for State involvement in financial aid, the Commission's recommendations call for the continuation of existing State financial aid programs and the creation of two new programs, the larger of the two being a need-based program at very low cost to the State. The recommendations also call for no change in administrative structure of the Tuition Grants and Guaranteed Loan programs, the two major existing programs, but if implemented would require an expanded and more active Commission role in State financial aid programs, primarily the proposed new programs. Specific recommendations are as follows:

1. The role of the Commission on Higher Education in the administration and coordination of State financial aid programs should be expanded. New legislation would be needed to create two proposed financial aid programs, described below in recommendations 5 and 6, to be administered by the Commission, and to require the channeling of annual budget requests for all State financial aid programs through the Commission. Such new legislation also should charge the Commission with Statewide coordination of all existing and newly created State financial aid programs. Augmentation of the Commission staff would be essential.
2. The South Carolina Higher Education Tuition Grants Program should be continued, retaining its current purpose and direct responsibility for administration of the program should be continued with the present Higher Education Tuition Grants Committee.
3. The South Carolina Guaranteed Student Loan Program should be continued, retaining its current purpose and form but expanding loan eligibility to include South Carolina residents in degree programs in accredited, in-State proprietary institutions. The administration of the program by the existing South Carolina Student Loan Corporation under contract to the existing State Higher Education Assistance Authority should also be continued.
4. Eligibility in the State Student Incentive Grant (SSIG) Program (a

federal program) should be expanded to include students attending public postsecondary institutions and students in degree programs in accredited degree-granting proprietary institutions in the State. All awards should be made on the basis of demonstrated need, with priority after renewals being given to students with greatest need regardless of the type of institution being attended, to comply with the federal mandate in the 1976 Amendments to the Higher Education Act of 1965. The Commission on Higher Education should be designated by the Governor as the SSIG administrative agency in the State, replacing the Tuition Grants Committee for that purpose. A separate State appropriation should be made for the purpose of matching federal funds in SSIG awards to all recipients, regardless of the type of eligible institution they attend.

5. There should be established the South Carolina Student Employment Program, a State program under the umbrella of the federal College Work Study Program, to provide employment (primarily summer employment) to qualified students in attendance, or between terms, at accredited, degree-granting institutions in the State, and non-accredited institutions approved for teacher certification by the State Department of Education. Such a program would produce significant amounts of financial aid at low cost to the State because separate State appropriations would not be required for the student salaries. The Student Employment Program should be administered by the Commission.
6. There should be established the Honors Scholarship Program of South Carolina to provide scholarships, without consideration of financial need and based solely upon academic merit, to selected outstanding South Carolina students to encourage them to pursue their postsecondary educational degree goals at eligible institutions -- public,

non-public, and accredited degree-granting proprietary institutions -- in the State. The Honors Scholarship Program should be administered by the Commission.

7. A statutory authority for the State Grants Program should be enacted, not only continuing the program in its present purpose and form but also continuing its administration by the Commission.

8. The South Carolina Defense Scholarship Fund should be discontinued by act of the General Assembly to eliminate the unnecessary duplication of effort required by that program. All public postsecondary institutions should request through the regular appropriation procedure any matching funds needed for participation in the National Direct Student Loan (NDSL) Program.

9. All possible means to collect student loans should be utilized, including the reporting of defaulters to credit bureaus with, as a final step, resort to legal action.

10. Provisions should be made for the financial needs of graduate and professional students in South Carolina. The Commission will determine the amount of unmet financial need of graduate and professional students who are State residents, and will submit recomdations concerning appropriate State action.

In 1978-79, the two existing major State programs which produce need-based aid, the Tuition Grants and Guaranteed Loan Programs, produced together approximately $10.6 million in such aid for State residents who were undergraduates in in-State institutions.* The total cost to the State of South Carolina for that $10.6 million in need-based student aid was approximately $9.45 million, including administrative costs. Thus, in 1978-79, the cost in State appropriations was $1.15 million less than the need-based aid produced.

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* All Tuition Grants are awarded to undergraduate State residents at in-State institutions on the basis of financial need. Many S. C. Guaranteed Student Loans, however, are made to residents who are graduate students or who attend out-of-State institutions, or both, and some loans are not based strictly upon financial need. Roughly one-half of S. C. Guaranteed Student Loans in 1978-79 were need-based loans made to undergraduates at in-State institutions.

In 1979-80 these two programs will produce approximately $11.5 million in need-based aid for undergraduate State residents at in-State institutions at a cost to the State of $10.12 million or approximately $1.5 million less than aid produced.* If the proposed State student work-study program is implemented, the proportion of State funds required will decrease. This is because 80% of the wages paid in that Program will be supplied by the Federal Government.

Amounts of need-based aid recommended through existing and recommended State programs for undergraduates at in-State institutions, 1980-81 through 1985-86, and amounts of State funding estimated to be needed for production of that aid are shown below:

Amounts of Need-Based Aid (in millions of dollars),
By Fiscal Year

| | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 | 1985-86 |
|---|---|---|---|---|---|---|
| Levels of Aid | $12.15 | $12.80 | $13.45 | $14.10 | $14.75 | $15.40 |
| State Funds ** | $10.50 | $10.75 | $11.00 | $11.25 | $11.50 | $11.75 |

The levels of State need-based financial aid shown above, although based upon projections of unmet need derived from the most reliable data available, should be viewed as guidelines only. The projections, however, do suggest that unmet need of undergraduate State residents at in-State institutions might be virtually eliminated by 1985-86 if the State continues its strong commitment to assist students with financial aid and if the problem of uneven distribution of funds through the federal campus-based programs can be solved.

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* In 1979-80, for the first time since the creation of the S. C. Guaranteed Student Loan Program five years ago, no State funds will be needed for administration of that program. Special features of the program provide income expected to equal administrative costs in the future.

** These amounts include matching dollars required for participation in the federal State Student Incentive Grant (SSIG) program.

In addition to the State funds which would be required to produce recommended levels of need-based financial aid, the Commission on Higher Education recommends continued funding for the State Grants Program administered by the Commission and new funding for an Honors Scholarship Program as follows:

Amounts (in millions of dollars), By Fiscal Year

| | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 | 1985-86 |
|---|---|---|---|---|---|---|
| State Grants | $0.10 | $0.12 | $0.13 | $0.14 | $0.15 | $0.16 |
| Honors Scholarships | $0.15 | $0.30 | $0.45 | $0.60 | $0.64 | $0.68 |

Following the phase-in years, during which the Honors Scholarship Program would be developed with four yearly increments of $150,000, it is estimated that increases of $40,000 per year will be needed to help offset the effects of inflation. Administrative costs for the Honors Scholarship Program would be relatively small and are included, as are costs for the State Grants Program, with administrative costs for other programs in the amounts stated as being needed to produce certain levels of State need-based aid in future years. Adding the amounts recommended for State Grants and Honors Scholarships to the amounts of funding needed to produce certain levels of need-based aid, State funding for all programs, both need-based and non-need-based, would be as follows:

Amounts of State Funding Needed (in millions of dollars), By Fiscal Year

| 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 | 1985-86 |
|---|---|---|---|---|---|
| $10.75 | $11.17 | $11.58 | $11.99 | $12.29 | $12.59 |

If the proposed new programs are authorized, the Commission on Higher Education will require additional professional and clerical staffing to carry out its added financial aid responsibilities.

## STUDENT SERVICES

Student services vary greatly among institutions in South Carolina, as elsewhere. The types of services needed at an individual institution, the degree to which a particular service is needed, the number of trained personnel needed to provide a service, and the types and sizes of facilities needed to provide a service depend upon several factors. Some of the more important factors are the historical development of the institution, the number of students enrolled, the setting (rural or urban), the characteristics of the student body, and the type of institution (residential or commuter, college or university, public or independent). The Commission endorses and commends to the attention of the postsecondary institutions in South Carolina the general student services guidelines of the Southern Association of Colleges and Schools (SACS), included as Appendix J.

The Commission especially recognizes the vital role of guidance and counseling services in providing appropriate information and direction to students throughout the educational process. It is recommended that emphasis be placed upon the improvement of guidance and counseling services throughout the educational system, that criteria for qualifications of postsecondary counselors be established, and that funding be made available to pay student services personnel on a par with comparable personnel in other administrative areas.

The Commission will sponsor a Statewide student occupational study involving all publicly supported institutions as a minimum, to determine the success of graduates of particular academic and technical programs in finding employment, in or out of the areas in which they received training. Such a study would be of value in efforts to plan academic and technical offerings at institutions in the State, as well as in efforts to provide counseling and guidance to students and to recruit students.

# XII. LIBRARIES

## INTRODUCTION

The Commission undertook a comprehensive study in 1975-76 of all academic libraries in the State. The results of that study, published as Resources of South Carolina Libraries* (hereinafter referred to as Resources) have had substantial impact on the academic library community. The study is also an invaluable reference work and serves as a benchmark against which progress in the future may be measured.

## COORDINATION AND COOPERATION

The goal of each library in the State -- whether academic, public, school, or private -- is to assure that library and information services to its clients and patrons are of the highest caliber. In pursuit of this goal, the library community is acutely aware that any individual library has increasing difficulty in meeting all of the informational needs of its clients and patrons from its own resources. This difficulty is due in large part to rapidly rising costs of developing, maintaining, and administering a library.

The basic function of an academic library is to make available the materials and services needed to support the curriculum and the appropriate research activities of the institution of which it is a part. Each academic library is an integral part of the State network of libraries, and each also bears the responsibility of sharing resources with other libraries and other clients or patrons.

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*Edward G. Holley, et al., Resources of South Carolina Libraries, S.C. Commission on Higher Education, Columbia, 1976, 126 pages.

Since no one library can or should expect to be able to provide all materials or services at all times from its own resources, the sharing of resources should be encouraged.

To provide a mechanism for this cooperation and coordination, the Commission will establish a permanent Advisory Committee on Libraries, to include representatives of academic and other libraries, and the chief executives of the State Library, the State Board for Technical and Comprehensive Education, and the Commission on Higher Education, or their designees.

The principal duties of such an advisory body will be:

1. to promote communication among academic libraries and between academic and other libraries;
2. to assist institutions in developing coordinated acquisitions policies to prevent unnecessary duplication;
3. to investigate sources of funding for interlibrary cooperative ventures separate and in addition to other library appropriations;
4. to advise the Commission, either voluntarily or on request, on related matters which come before it;
5. to study the feasibility of joint operation of academic libraries where the parent institutions are located in proximity; and
6. to review the impact of student use of public libraries and to determine appropriate recommendations on such use.

A number of other specific problem areas in which the Advisory Committee might stimulate cooperative ventures are:

1. the use of computer networks (e.g., SOLINET) for cataloging, bibliographic searches, interlibrary loans, and other services facilitated by use of sophisticated electronic devices;
2. the establishment of a common depository for retention of valuable but little used or rare materials; and

3. the designation of responsibility for specialized collections, especially of expensive research materials.

In March, 1979, a Statewide Governor's Conference on Library and Information Services was held as a prelude to a national White House Conference on Library and Information Services held in the fall, 1979. The Governor's Conference adopted a number of Resolutions directed to various agencies and institutions to improve the effectiveness of library services in the State. The proposed Advisory Committee will monitor the implementation of those Resolutions affecting the Commission and the academic libraries.

## CURRENT STATUS OF ACADEMIC LIBRARIES

### THE UNIVERSITIES

According to a recent report issued by the Association of Research Libraries (ARL),* a voluntary organization of libraries of 94 comprehensive universities throughout the United States, the library at USC-Columbia ranked 50th in 1977-78 both in number of volumes held and in the amount spent on acquisitions. That USC-Columbia is continuing to improve is shown by the fact that, in that same year, its library ranked 27th in rate of acquisitions.

It should be pointed out, however, that the USC-Columbia library ranks only 65th in serials subscriptions and the high rank in expenditures is in part due to the supplementary budgets for special acquisitions programs in law and in medicine in 1977-78. USC-Columbia also ranks 70th in number of staff, 78th in salaries and wages, and 72nd in total expenditures among the ARL libraries.

It is recommended that USC-Columbia continue its efforts to improve its national ranking in recognition of its stature as a major academic research library in the State.

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* "Fact-File: Rankings of Research Libraries at Universities, 1977-78," The Chronicle of Higher Education XVII, 20, 4 (February 20, 1979).

It is recommended that Clemson University continue to support a strong library program in those areas (e.g., general undergraduate education, architecture, the pure and applied sciences, and engineering) which undergird the principal mission of the institution. Although quantitative standards for a university library have not been recognized nationally and Clemson is not a member of ARL, Clemson's holdings are somewhat below the number of volumes recommended by guidelines which have been considered for universities of its size and mission.

It is recommended that the library at the Medical University of South Carolina continue as the State's major library resource for the health sciences; and that the acquisitions program of the library of the USC School of Medicine and of MUSC be coordinated in order to ensure a strong biomedical communications network in the State.

## THE SENIOR COLLEGES

The Commission has examined the status, in quantitative terms only, of current holdings, staff, and facilities at the nine public senior colleges. As in Resources, the quantitative standards used were those adopted by the American Library Association (ALA) in 1975 for that purpose. A copy of these standards is attached as Appendix K.

The results insofar as number of volumes held in the collections in 1978 is concerned are displayed in Table 23. For comparison, similar results recorded in Resources, for 1975, are also shown. With one exception, all institutions have markedly increased their holdings since 1975, even though "letter grades" have not changed in some cases. The one exception is South Carolina State College which, despite reporting substantially fewer volumes in its collection in 1978 than in 1975, still exceeds the ALA Standard by 6%.

It is encouraging to note the progress that continues to be made in

Table 23

## COLLECTION SIZE (PRINT) COMPARED TO ALA STANDARDS

| PUBLIC SENIOR COLLEGES | NUMBER VOLUMES HELD BY LIBRARY 1978 | FRACTION OF ALA STANDARD 1978 (%) | LETTER GRADE MEASUREMENT 1978 | FRACTION OF * ALA STANDARD 1975 (%) | LETTER GRADE * MEASUREMENT 1975 |
|---|---|---|---|---|---|
| College of Charleston | 196,539 | 95% | B | 82% | B |
| Francis Marion College | 185,966 | 111 | A | 74 | C |
| Lander College | 107,046 | 87 | B | 65 | C |
| S. C. State College | 207,765 | 106 | A | 140 | A |
| The Citadel | 243,087 | 111 | A | 78 | C |
| USC - Aiken | 48,888 | 42 | -- | 27 | -- |
| USC - Coastal | 61,653 | 50 | D | 36 | -- |
| USC - Spartanburg | 96,000 | 77 | C | 39 | -- |
| Winthrop College | 360,164 | 106 | A | 103 | A |

* Source: Resources, Table V, p. 34.

acquiring basic collections at the emerging senior institutions at USC-Aiken, USC-Coastal Carolina, and USC-Spartanburg. Whereas in 1975 none of these three had basic collections as large as half that suggested as the ideal by the standard, in 1978 only USC-Aiken fell below this mark, and the size of the collection there has been increased by 65% in three years.

It is recommended that USC-Aiken and USC-Coastal Carolina increase library holdings so as to reach at least a letter grade of "C" by 1982.

Results of the comparison with respect to staff size are shown in Table 24. Compared to similar calculations in 1975, substantially less progress has been demonstrated. It is recommended that all public senior colleges and universities provide professional staff, suitably augmented in each case by non-professional staff and student employees, sufficient to furnish needed services to students and faculty, and to other clients as appropriate.

Finally, space available for libraries at these nine campuses was compared to that suggested by the ALA Standard. The results are summarized in Table 25. Occupancy of new or expanded facilities since 1975 at the College of Charleston, Lander College, USC-Coastal Carolina and USC-Spartanburg is clearly reflected in this comparison.

## THE TWO-YEAR COLLEGES

At the time the study leading to Resources was completed, there were no recognized standards in existence against which the resources of libraries in two-year institutions could be measured.* Subsequently, in 1978, draft standards have been prepared jointly by the American Association of Community and Junior Colleges and the American Library Association. The Commission has not attempted a detailed comparison to these draft standards of holdings, or staff complements, in the libraries of USC's two-year campuses

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* Resources of South Carolina Libraries, p. 72.

Table 24

STAFF (PROFESSIONAL LIBRARIANS) COMPARED TO ALA STANDARD

| PUBLIC SENIOR COLLEGES | NO. LIBRARIANS 1978 (FTE) | FRACTION OF ALA STANDARD 1978 (%) | LETTER GRADE MEASUREMENT 1978 | FRACTION OF * ALA STANDARD 1975 (%) | LETTER GRADE * MEASUREMENT 1975 |
|---|---|---|---|---|---|
| College of Charleston | 12 | 86% | B | 59% | C |
| Francis Marion College | 8 | 80 | B | 75 | B |
| Lander College | 4.3 | 61 | C | 86 | B |
| S. C. State College | 8 | 67 | C | 57 | C |
| The Citadel | 5 | 50 | D | 42 | D |
| USC - Aiken | 3 | 50 | D | 40 | D |
| USC - Coastal | 3 | 43 | D | 33 | -- |
| USC - Spartanburg | 4 | 57 | C | 50 | D |
| Winthrop College | 12 | 86 | B | 127 | A |

* Source: Resources, Table VI, p. 35

## Table 25

## BUILDING SIZE COMPARED TO ALA STANDARDS

| PUBLIC SENIOR COLLEGES | NET AREA IN LIBRARY (sq. ft.) | FRACTION OF ALA STANDARD 1978 (%) | LETTER GRADE MEASUREMENT 1978 | FRACTION OF * ALA STANDARD 1975 (%) | LETTER GRADE * MEASUREMENT 1975 |
|---|---|---|---|---|---|
| College of Charleston | 57,260 | 116% | A | 62% | C |
| Francis Marion College | 35,444 | 101 | A | 125 | A |
| Lander College | 26,468 | 118 | A | 53 | D |
| S. C. State College | 46,467 | 91 | B | 66 | C |
| The Citadel | 46,000 | 109 | A | 132 | A |
| USC - Aiken | 12,249 | 88 | B | 167 | A |
| USC - Coastal | 35,000 | 201 | A | 60 | C |
| USC - Spartanburg | 25,990 | 115 | A | 39 | -- |
| Winthrop | 69,790 | 98 | B | 112 | A |

* Source: Resources, Table VII, p. 36

or those of the technical institutions. A preliminary analysis suggests that, in quantitative terms, holdings at all of USC's two-year campuses are adequate to meet the proposed standard, but the combined deficiency at all 16 technical institutions may exceed 200,000 volumes.

It is recommended that the public two-year institutions establish immediate goals to maintain strong basic collections to support curricula offerings, and to increase serial subscriptions. The Advisory Committee will be asked to carry out additional studies of the holdings and staffing patterns at these institutions.

# XIII. MANAGEMENT INFORMATION SYSTEM AND COMPUTERS

## MANAGEMENT INFORMATION SYSTEM

The Commission on Higher Education and the public senior colleges and universities agreed in 1969 on the need for a Statewide system of uniform data identification, collection, and reporting. Responsibility for active development of the Management Information System (MIS) was assigned by the presidents of the public senior institutions of higher education and the Executive Director of the Commission to an MIS Working Committee. This committee is composed of the vice presidents for academic and business affairs and other key administrators, with the Assistant Director for Financial Affairs of the Commission serving as chairman.

The management information system became operative in 1970. Beginning with data for the fall semester of 1969, the colleges and universities and the Commission began to receive and use comparable reports on students, faculty, and other essential institutional characteristics. The first stage of the management information system was virtually complete by 1972, including data on revenues and expenditures, space utilization, and analyses of non-teaching staff and student fees.

The second stage of higher education management information system development required computerization. Initial emphasis was on the development of standard data elements and definitions to be maintained by the institutions in order to satisfy internal and external reporting requirements. In mid-1974, the South Carolina Higher Education Data Element Dictionary was published; it included all data elements and definitions relating to students, courses, faculty/staff, finance, and facilities.

Beginning in July, 1975, the Commission participated with the National

Center for Higher Education Management Systems (NCHEMS) and the higher education coordinating or governing boards of several other states in the development of a State Level Information Base (SLIB) to include a set of standard statewide data elements and definitions. Computer programming to build and maintain the Commission's State level information base was completed in late 1977. Programming to retrieve the data for the Commission's reporting, analysis, and planning purposes is currently underway.

A list of the recurring reports required by the Commission from the public colleges and universities appears on page 219. In addition to these CHE reports, institutions submit annual reports as part of the Higher Education General Information Survey (HEGIS) conducted by the National Center for Educational Statistics, U. S. Department of Health, Education, and Welfare (DHEW). Both private and public colleges and universities participate, including the technical colleges and centers. Two copies of each HEGIS report are received from each institution by the Commission. After being edited, one copy is transmitted to DHEW; the other copy is retained by the Commission for use in the computerized State level information base. A list of the HEGIS reports appears on page 220.

The Commission reviewed the requirements for the above reports and the ability of the institutions in terms of staff and other resources to meet current reporting requirements. It concluded the reports are useful, that in most cases the public senior colleges and universities have adequate staffs, and that further efforts by some institutions to computerize reporting requirements will reduce reporting demands on staff.

It is recommended that:

1. all institutions produce timely and accurate CHE and/or HEGIS reports to assure the availability of adequate and reliable Statewide data; and that

2. all institutions computerize reports in order to improve accuracy and reduce administrative staff involvement.

The Commission will continue to maintain liaison with the Federal Government on HEGIS reporting and will continue to utilize the MIS Working Committee as the group primarily responsible for required reports.

## COMPUTERS

Developments in computer technology during the past ten years have been both rapid and extensive. Computing improvements in South Carolina's public institutions of higher learning have kept pace with these developments. The Commission's Computer Advisory Committee, through its studies of computing needs and recommendations concerning hardware required to meet those needs, has had a major role in the achievement of these improvements.

From a variety of largely incompatible and often inadequate computer centers, each operating independently, there has evolved since 1969 a first-class Statewide higher education computer network. This network provides academic and administrative computing support to 12 public senior colleges and universities, five two-year branches of USC, 16 technical institutions, four non-public colleges, the hospital and clinics of the Medical University, and the central offices of the State Board for Technical and Comprehensive Education and the Commission. The three major centers that provide these services are located at Clemson, USC-Columbia, and the Medical University. Millions of tax dollars are saved annually by avoiding the cost of hardware, application systems, and overhead that would be required if each institution and agency developed an independent computer center.

According to a report* prepared by the South Carolina Foundation of Independent Colleges, ten non-public institutions have some type of computing equipment on their campuses and five others utilize computing services provided by other institutions. Approximately one-third of these institutions use computers for academic purposes only, one-third for administrative purposes only, and one-third for both purposes. Wide variations exist among the institutions in the amount of computing equipment available, and in the utilization of computers for academic and administrative purposes.

It is recommended that:

1. the three major computer centers at Clemson, the Medical University, and USC-Columbia maintain the most up-to-date hardware and software available that will provide the most economical computing support to the network; and that
2. an advisory body from the private colleges be established to encourage cooperative computing activities within the non-public sector, and that liaison be established between it and the Computer Advisory Committee.

The Commission will maintain an inventory of administrative computing systems available in South Carolina postsecondary educational institutions to which all institutions will have access, will investigate computerized data bases in other states and at the national level that might be accessible to institutions in South Carolina, and will continue to utilize the services of the existing Computer Advisory Committee.

---

* "Computer Usage in South Carolina Private Colleges," March 14, 1977, 17 pages.

## CHE REPORT SCHEDULE FOR 1979-80

| Report No. | Report Title | Due Date | Coverage |
|---|---|---|---|
| CHE 2 | Characteristics of Students (Headcount) | Nov. 1, 1979<br>Mar. 1, 1980 | Fall semester<br>Spring semester |
| CHE 3* | FTE Student Enrollments | Nov. 1, 1979<br>Mar. 1, 1980 | Fall semester<br>Spring semester |
| CHE 9 | FTE Teaching Faculty | Nov. 15, 1979<br>Mar. 15, 1980 | Fall semester<br>Spring semester |
| CHE 10 | Average FTE Teaching Faculty Salaries | Dec. 1, 1979 | 1979-80 (as of fall matriculation) |
| CHE 11 | FTE Staff (Including Non-Teaching Faculty) | Nov. 15, 1979 | 1979-80 (as of fall matriculation) |
| CHE 14 | Student Credit Hour Production | Nov. 1, 1979#<br>Mar. 1, 1980<br>Sept. 1, 1980 | Fall semester<br>Spring semester<br>Summer sessions (all) |
| CHE 15* | Student Credit Hour Production per FTE Teaching Faculty | Nov. 15, 1979 | Fall semester |
| CHE 16 | Production Profile | Nov. 15, 1979 | Fall semester |
| CHE 18* | Ratio of FTE Students to FTE Teaching Faculty | Nov. 15, 1979<br>Mar. 15, 1980 | Fall semester<br>Spring semester |
| CHE 24A | Average Class Size by Discipline Division | Nov. 15, 1979 | Fall semester |
| CHE 24B | Class Size by Level of Instruction | Nov. 15, 1979 | Fall semester |
| CHE 101A | Statement of Current Funds Revenues, Expenditures and Other Changes, accompanied by 101B - Schedule of Current Funds Revenues and 101C - Schedule of Current Funds Expenditures | Dec. 1, 1979 | 1978-79 |
| CHE 201 | Utilization of Classrooms and Class Laboratories (Daytime) | Dec. 15, 1979 | 1979-80 (as of fall matriculation) |

*Submission optional
#Identical copy with 1980-81 Appropriation Request

## LIST OF HEGIS* REPORTS OF 1979-80

| NCES Form No. | |
|---|---|
| 2300-1 | Institutional Characteristics of Colleges and Universities |
| 2300-2.1 | Degrees and Other Formal Awards Conferred |
| 2300-2.3 | Fall Enrollment and Compliance Report |
| 2300-2.8 | Residence and Migration of College Students |
| 2300-2.9 | Enrollment by Degree Field |
| 2300-3 | Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty |
| 2300-4 | Financial Statistics of Institutions of Higher Education |
| 2300-5 | College and University Libraries |
| 2300-7 | Inventory of College and University Physical Facilities |
| 2300-8 | Selected Adult Education Activities |

* Higher Education General Information Survey, U. S. Department of Health, Education, and Welfare.

# XIV. ANNUAL PLANNING CYCLE

## PURPOSE

Planning is a process, one objective of which is to present in an orderly fashion essential information for use in decision making. The proposed planning cycle will provide pertinent current information through a planning document to be promulgated annually on or about July 1, to support decisions by the institutions, the Commission on Higher Education, the Budget and Control Board, and the General Assembly.

## METHOD

### MEETINGS WITH GENERAL PUBLIC

During January and February, members of the Commission will hold at least one public hearing in each Congressional District to provide the general public an opportunity to express views about postsecondary education. Each meeting will receive timely publicity through local media. Appropriate publications relating to postsecondary education will be made available insofar as feasible.

A summary report of each meeting will be submitted to the Commission by May, for consideration by the Commission in formulating decisions during the year.

### MEETINGS WITH PRESIDENTS

In January, the Commission will meet with the Council of Public College and University Presidents and in February with the Council of Private College Presidents. During these meetings the Commission will receive any reports, comments, and recommendations the Councils may desire to present.

The agenda for each regular meeting of the Commission will be transmitted to the members of the Council of Presidents of Public Colleges and Universities, the Advisory Council of Private College Presidents, and the Executive Director of the State Board for Technical and Comprehensive Education in advance of the meeting. Any of these may present information at any meeting through prior arrangement. The Chairman of each of the Councils and the Executive Director of SBTCE will be invited to attend each regular meeting and may address the Commission upon recognition by the Chairman.

## FIVE-YEAR PLANS

In January, each State agency and institution submits a Five-Year Plan to the State Office of Planning. This is primarily a budget plan which accepts as a base year the annual budget request to be effective July 1, as approved by the Budget and Control Board. The Five-Year Plan projects four years beyond the base year to identify deficiencies in existing programs, anticipated growth, modifications of existing programs, and new programs. Objectives and funding strategies are described and costs are estimated.

The Five-Year Plans of the postsecondary educational agencies and institutions will be made available to the Commission and to advisory bodies appointed by the Commission to assist in the development of the annual revision of the Master Plan.

## MASTER PLAN REVISION

The Commission will appoint permanent advisory groups to review aspects of the planning process, the Master Plan, and the current annual revision, and to formulate recommendations for the next annual revision. Each advisory group will be broadly representative of the sectors with interests in the subject matter and will set its own schedule of meetings during the year. Each advisory group will prepare a report with recommendations to be submitted to the appropriate standing committee of the Commission by May. Copies of each report will be transmitted to the Council of Presidents of Public Colleges and Universities, the Advisory Council of Private College Presidents, and the Executive Director of the State Board for Technical and Comprehensive Education for their review and comments.

In May, standing committees of the Commission will develop recommendations to the full Commission for the annual revision of the Master Plan. In the process, the standing committees will consider comments on the committee reports submitted by the presidents and others.

In June, the Commission will approve its annual revision of the Master Plan. Immediately upon completion of the Commission's action, the Executive Director will notify institutions and agencies of pertinent decisions.

On or about July 1, the Commission will publish the Annual Revision to the Master Plan incorporating the decisions made in June. Copies will be distributed to members of the General Assembly, institutions, agencies, and the general public.

## MONITORING PROGRESS

In July of each year, the Executive Director will present to the Commission a monthly schedule of actions which should be monitored during the next year. These include studies and investigations which the Commission will undertake, recommendations to be implemented, and any other actions which evolve out of the Master Plan and the annual planning cycle.

Thereafter the Executive Director will include on the agenda of regular meetings of the Commission progress reports on planning actions.

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APPENDIX A

# STATE COMMISSION
# on
# HIGHER EDUCATION

(Provisions of S. C. Code of Laws)

## § 59–103–10. State Commission on Higher Education created; membership.

There is hereby created the State Commission on Higher Education to be composed of eighteen members, twelve to be appointed by the Governor with the advice and consent of the majority of the legislative delegation members from the congressional district for terms of four years and until their successors are appointed and qualify; of the twelve, two members shall be appointed from each congressional district. Six members shall be appointed by the Governor, one from each congressional district, upon the recommendation of a majority of the legislative delegation members from the congressional district and such district members shall be appointed in a manner to assure that minority groups, especially women and black persons, are fairly represented among such appointees. Such appointments shall be for four years and until their successors are appointed and qualify. No one shall be appointed or nominated from a county which is represented by a member whose term has expired until and unless all other counties have been represented by a resident of each such county on the commission for a full term. In the event of a vacancy within any term, a member may be appointed from that county for the unexpired portion of such term only. Subsequent to such initial appointments, the terms of office on the Higher Education Commission shall be for four years. No one shall be eligible to serve on the Higher Education Commission for more than two consecutive terms. No member shall be an employee or member of a governing body of a public or private institution of higher learning. The Governor, by his appointments, shall assure that various economic interests and minority groups, especially women and black persons, are fairly represented on the commission and shall attempt to assure that the graduates of no one public or private college or technical education center shall be dominant on the commission. Vacancies shall be filled in the manner of the original appointment for the unexpired portion of the term. The chairman of the commission shall be elected annually by the members of the commission and may not serve as chairman for more than four consecutive years. Approval of appointees and selection of members by the General Assembly shall be by resident members of each congressional delegation within the General Assembly. If the boundaries of congressional districts are changed, members serving on the commission shall continue to serve until the expiration of their terms but successors to members whose terms expire shall be appointed or elected from the newly defined congressional district. If a congressional district is added the commission shall be enlarged to include representation from that district.

The commission shall notify each state-supported institution of higher learning and the State Board for Technical and Comprehensive Education of all meetings of the commission.

**HISTORY: 1978 Act No. 410 § 2, eff March 6, 1978.**

**Editor's Note—**

Section 3 of 1978 Act No. 410 provides as follows:

"The terms of the present members of the Commission on Higher Education shall terminate on the effective date of this act. Such members shall be eligible for reappointment for full terms. Of the members first appointed with the advice and consent of the respective legislative delegation, one from each congressional district shall be appointed for a term of two years and one from each congressional district shall be appointed for a term of four years. Of the members first appointed upon the recommendation of a majority of the legislative delegation members of each congressional district, three shall be appointed for terms of two years and three shall be appointed for terms of four years. The successors of all the members shall be appointed for a regular four-year term and until their successors are appointed and qualify."

Section 4 of 1978 Act No. 410 provides as follows:

"The definitions of 'public higher education' and 'public institution of higher learning'," prescribed in § 59-103-5 of the 1976 Code, added by Section 1 of this act, shall apply to this section.

"Notwithstanding the provisions of Chapters 53 and 105 of Title 59 of the 1976 Code and the statutes relating to individual state-supported institutions of higher learning and any other provision of law, the State Commission on Higher Education (commission), immediately upon its reorganization as directed by the amendments, as contained in this act and in addition to its other duties as provided in Chapter 103 of Title 59 of the 1976 Code, shall make a complete and thorough study of all public institutions of higher learning, including technical schools, their offerings, goals and plans and upon completion write a master plan of public higher education. The plan shall make the best possible use of existing plants and administrative and instructional staffs. It shall include the mission and scope of each public institution of higher learning. It shall consider the location, offerings and objectives of privately supported institutions of higher learning. The master plan shall create a one-year program for each institution of higher learning establishing its goal, mission, procedures and enrollment objectives. It shall include a long-range plan for higher education and recommendations for legislation revising statutes governing public higher education to eliminate duplication of authority among governing bodies of public institutions of higher learning and their programs and curricula. The master plan shall, as soon as practical, address all major academic and public service programs of the post-secondary institutions in terms of goals and objectives, costs versus benefits to the people of the State, relationship to state and local governmental programs, priority for use of scarce resources within post-secondary education, strategies of instruction and operation and effectiveness of the programs in achieving their goals and objectives. The master plan shall be used to guide the Commission in its annual budget recommendations to the Budget and Control Board and the General Assembly and, as soon as practical, the master plan shall constitute a complete evaluation of post-secondary education programs sufficient to provide the basis of a zero-based budget analysis of post-secondary education. The master plan shall be presented to the General Assembly by the commission within one year of the effective date of this act and shall take effect upon approval by the General Assembly, and shall be reviewed annually by the commission for the purpose of making revisions to assure its continued validity. While the commission is conducting its study and until such time as the master plan is adopted, no public institution of higher learning shall expand its curricula, administrative staff or faculty nor shall there be further construction of physical plants other than construction already approved by the General Assembly or State Board for Technical and Comprehensive Education unless such expansion or construction is approved by the commission and the Budget and Control Board or either body of the General Assembly to satisfy pressing local needs. The commission is hereby designated as the state post-secondary educational planning agency, upon approval by the Governor, under the provisions of the Federal Higher Education Act of 1965, as amended. *Provided,* that the restriction on construction of physical plant shall not apply to Francis Marion College in Florence County."

### § 59–103–40. Council of presidents of State institutions of higher learning.

The Commission shall establish a council of presidents consisting of the presidents of the State institutions of higher learning. The council of presidents shall appoint a chairman and such other officers and committees as it may see fit. It shall meet at least four times a year, of which two meetings will be held jointly with the Commission. The council of presidents shall establish committees consisting of qualified personnel representing the various State-supported institutions of higher learning, either upon request of the Commission or upon its own initiative, to investigate, study and report to the Commission on such subjects as:

(a) Academic planning

(b) Business and financial coordination

(c) Library utilitization and coordination.

**HISTORY: 1962 Code § 22-15.8; 1962 (52) 1956; 1967 (55) 261.**

### § 59–103–50. Advisory Council of Private College Presidents.

There shall be established, under the auspices of the Commission, an Advisory Council of Private College Presidents to counsel with and advise the Commission with regard to matters concerning nonpublic colleges and their role in overall programs of higher education in the State. The Council shall consist of eight members selected by the South Carolina College Council. Terms of members shall be for four years, except that of those first appointed two shall be for four years, two for three years, two for two years and two for one year. A chairman shall be elected by the members. The Council shall meet upon the call of the chairman and shall meet at least once annually with the Commission.

**HISTORY: 1962 Code § 22-15.8:1; 1972 (57) 2627.**

### § 59–103–60. Recommendations to State Budget and Control Board and General Assembly.

The Commission shall make such recommendations to the State Budget and Control Board and the General Assembly as to policies, programs, curricula, facilities, administration and financing of all State-supported institutions of higher learning as may be considered desirable. The State Budget and Control Board may refer to the Commission for investigation, study and report any requests of institutions of higher learning for new or additional appropriations for operating and for other purposes and for the establishment of new or expanded programs.

**HISTORY: 1978 Act No. 410 § 7, eff March 6, 1978.**

**Effect of Amendments—**

The 1978 amendment deleted the last paragraph of this section.

### § 59–103–70. Reports.

The Commission shall make reports to the Governor and the General Assembly at least annually on the status and progress of higher education in the State, with such recommendations as may be appropriate.

**HISTORY: 1962 Code § 22-15.10; 1962 (52) 1956; 1967 (55) 261.**

### § 59–103–80. Expenses; compensation of Commission members.

Funds for the necessary technical, administrative and clerical assistance and other expenses of the Commission, including stationery, shall be carried in the annual appropriation act for the State. The members of the Commission shall be allowed such per diem and mileage as authorized by law for members of boards, commissions and committees. The sum appropriated for the use of the Commission shall be expended upon warrants signed by the chairman.

**HISTORY: 1962 Code § 22-15.11; 1962 (52) 1956; 1967 (55) 261.**

### § 59–103–90. Professional staff.

A professional staff complement shall be established by the Commission on recommendation of the Executive Director which shall insure that there are persons on the staff who have the professional competence and experience to carry out the duties assigned and to insure that there are persons on the staff who are familiar with the problems and capabilities of all of the principal types of state supported institutions in the state. Provision shall be made for persons of high competence and strong professional experience in such areas as academic affairs, public service and extension programs, business and financial affairs, institutional studies and long-range planning, student affairs, research and development, legal affairs, health affairs, institutional development, and for State and Federal programs administered by the Commission. The hiring of additional staff members to any position for which funds were not specifically appropriated by the General Assembly shall require prior approval by the General Assembly.

**HISTORY: 1978 Act No. 410 § 6, eff March 6, 1978.**

### § 59–103–100. Federal and private research grants not to be limited.

The provisions of this chapter shall not be construed to limit federal and private grants which are made for research and are not connected with teaching programs.

**HISTORY: 1978 Act No. 410 § 7A, eff March 6, 1978.**

### § 59–103–110. Approval for new construction; exemptions.

No public institution of higher learning shall be authorized to construct any new permanent facility at any location other than on a currently approved campus or on property immediately contiguous thereto unless such new location and such new facility has been approved by the Commission. *Provided,* that the provisions of this section shall not apply to the Trident Technical College property in Berkeley County or the new Palmer College site in Charleston County or Francis Marion College in Florence County.

**HISTORY: 1978 Act No. 410 § 9, eff March 6, 1978.**

### § 59-103-20. Studies of institutions of higher learning.

The Commission shall meet regularly and is charged with the duty of making studies of the State's institutions of higher learning relative to both short and long-range programs which shall include:

(a) The role of State-supported higher education in serving the needs of the State and the roles and participation of the individual institutions in the State-wide program;

(b) Enrollment trends, student costs, business management practices, accounting methods, operating results and needs and capital fund requirements;

(c) The administrative setup and curriculum offerings of the several institutions and of the various departments, schools, institutes and services within each institution and the respective relationships to the services and offerings of other institutions;

(d) Areas of State-level coordination and cooperation with the objective of reducing duplication, increasing effectiveness and achieving economies and eliminating sources of friction and misunderstanding;

(e) Efforts to promote a clearer understanding and greater unity and good will among all institutions of higher learning, both public and private, in the interest of serving the educational needs of the people of South Carolina on a State-wide level.

**HISTORY: 1962 Code § 22-15.7; 1962 (52) 1956; 1967 (55) 261.**

### § 59-103-25. Publication of legislation; standing committees.

The commission shall compile and publish legislation applicable to it so that the relationships among the commission, the governing bodies of public institutions of higher education, the General Assembly and the executive branches of government may be more clearly established and understood.

The commission shall create from among its membership such standing committees as it may deem necessary. The creation of the committees and their duties shall be prescribed by a two-thirds vote of the membership of the commission. Special committees may be created and their duties prescribed by a majority vote of the membership of the commission.

**HISTORY: 1978 Act No. 410 § 5, eff March 6, 1978.**

### § 59-103-30. Repealed by 1978 Act No. 410 § 10, eff March 6, 1978.

### § 59-103-35. Submission of budget—new and existing programs.

All public institutions of higher learning shall submit line-item budgets to the commission in the manner set forth in this section. The State Board for Technical and Comprehensive Education shall submit a single line-item budget to the commission representing the total request of all area-wide technical and comprehensive educational institutions. The budget submitted by each institution and the State Board for Technical and Comprehensive Education shall include all state funds, federal grants, tuition and fees other than funds derived wholly from athletic or other student contests, from the activities of student organizations, and from the operation of canteens and bookstores which may be retained by the institutions and be used as determined by the respective governing boards, subject to annual aduit by the State. Fees established by the respective governing boards for programs, activities and projects not covered by appropriations or other revenues may be retained and used by each institution as previously determined by the respective governing boards, subject to annual audit by the State. *Provided,* however, that the commission shall have forty-five days in which to make a decision concerning federal grants. If the commission fails to act at the end of forty-five days, the institution may then proceed with the federally funded program. The commission shall in turn adopt or modify such budgets and submit them to the State Budget and Control Board and General Assembly or any committee thereof on behalf of all the institutions. The budgets shall be divided into three categories:

(1) Funds for the continuing operation of each public institution of higher learning;

(2) Funds for salary increases for employees of such institutions exempt from the State Personnel Act;.

(3) Funds requested itemized as to priority and covering such areas as new programs and activities, expansions of programs and activities, increases in enrollment, increases to accommodate internal shifts and categories of persons served, capital improvements, improvements in levels of operation and increases to decrease deficiencies and such other areas as the commission deems desirable.

Supplemental appropriations requests from any public institution of higher education must be submitted first to the commission. If the commission does not concur in such requests the affected institution may request a hearing on such requests before the appropriate committee of the General Assembly. The commission shall have the right to appear at any such hearing and present its own recommendations and findings to the same committee.

No new program shall be undertaken by any public institution of higher education without the approval of the commission or the General Assembly. The provisions of this chapter shall apply to all college parallel, transferable and associate degree programs of Technical and Comprehensive Education institutions and all other programs and offerings of such institutions are excluded from this chapter. Only the budgets for the college parallel, transferable and associate degree programs of Technical and Comprehensive Education institutions shall be included under the provisions of this chapter. The commission shall have the authority to recommend the termination of an existing program at any institution within the purview of this chapter. An appeal from this recommendation must be made by the governing board of an affected institution within sixty days to the Senate Education Committee and the House Education and Public Works Committee which will hear the parties to the appeal. If the committees concur in the recommendation for termination, the program will be terminated at a time to be determined by the commission. A decision shall be reached by the committees within one hundred twenty days from the date of the filing of the appeal. No existing program may be terminated by the Higher Education Commission until the Master Plan has been approved by the General Assembly.

HISTORY: 1978 Act No. 410 § 8, eff March 6, 1978.

(R1039, S763)

## No. 1287

**An Act To Designate The Commission On Higher Education As The State Commission To Administer Certain Federal Programs Heretofore Administered By The State Budget And Control Board, And To Repeal Act 1091 Of 1964 Authorizing The State Budget And Control Board To Administer Certain Federal Programs.**

Whereas, federal funds have been made available for extending the expertise of post-secondary educational institutions through community service and continuing education programs and for improving the facilities and equipment in the institutions; and

Whereas, to receive these funds the State must designate or establish a state commission broadly representative of the public and of institutions of higher education; and

Whereas, in 1964 when these funds were initially available, the State Budget and Control Board was designated the state commission in the absence of a more appropriate agency; and

Whereas, the Commission on Higher Education has subsequently been established and is the appropriate agency to be designated the state commission; and

Whereas, all pertinent federal legislation has been consolidated in the Higher Education Act of 1965. Now, therefore,

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. Administration of funds.—The Commission on Higher Education is hereby designated as the state commission for such administrative or other purposes required under the Federal Higher Education Act of 1965.

SECTION 2. Repeal.—Act No. 1091 of 1964 is repealed.

SECTION 3. Time effective.—This act shall take effect on July 1, 1974, or upon approval by the Governor whichever is later.

Approved the 3rd day of May, 1974.

# Licensing Degree Granting
# Nonpublic Educational Institutions

## § 59-46-10. Definitions.

As used in this chapter:

(1) "Commission" means the State Commission on Higher Education.

(2) "Agency" means the State Commission on Higher Education.

(3) "Nonpublic educational institution" includes, but is not limited to, any educational entity that is wholly or partly located in or operating in this state and is not owned or operated in whole or in part by the State, that is maintained and operated as a school, institute, college, junior college, university or entity of whatever kind which furnishes or offers to furnish a degree as defined herein or which furnishes or offers to furnish instructions leading toward or prerequisite to a degree beyond the secondary level and which requires that in order to obtain a degree the recipient partially or satisfactorily completes appropriate courses or classes or laboratories or research studies in person or by correspondence. "Nonpublic educational institution" shall not include any degree granting school, institute, college, junior college, university or entity which was chartered by the Secretary of State before 1953, or colleges of chiropractic.

(4) "Degree" includes, but is not limited to, any academic credential or designation such as associate, bachelor, master, doctor or fellow, whether earned or honorary, which signifies, purports or is generally taken to signify partial or satisfactory completion of the requirements of an academic, occupational, business or other program of study beyond the secondary school level. "Degree" shall not include a certificate or diploma without any academic designation which may be used to signify partial or satisfactory completion of educational training oriented toward a specific occupation or skill taught in a program of study beyond the secondary school level.

(5) "Degree granting institution" includes, but is not limited to, any nonpublic educational institution awarding, selling, conferring, bestowing or giving or purporting to award, sell, confer, bestow or give a degree as defined in this chapter.

(6) "License" means an agency permit, approval or some similar form of written permission.

(7) "Person" means any individual, firm, partnership, association, organization, corporation, trust or other legal entity or combination thereof.

(8) "Entity" includes, but is not limited to, any person or group of persons.

**HISTORY: 1977 Act No. 201 § 1.**

**Research and Practice References—**

15A Am Jur 2d, Colleges and Universities §§ 1, 2.
14 CJS, Colleges and Universities §§ 1, 2.

## § 59–46–20. Commission shall be licensing authority.

The commission shall be the sole authority for licensing nonpublic educational institutions established in this State and for those established elsewhere to operate in or confer degrees in this State.

**HISTORY: 1977 Act No. 201 § 2.**

**Research and Practice References—**
15A Am Jur 2d, Colleges and Universities § 6.
14 CJS, Colleges and Universities § 3.

## § 59–46–30. Promulgation of rules and regulations by commission; minimum standards.

The commission shall prescribe rules and regulations for licensing nonpublic educational institutions which shall, among other things, specify the minimum standards required for a license to confer degrees. The standards shall include, but are not limited to, course offerings, adequate faculty, maintenance of records, adequate personnel and facilities and financial stability.

Any institution established in this State which is accredited by any association or organization recognized by the Council on Postsecondary Accreditation for conducting institutional or specialized accreditation or which is approved for teacher certification by the State Board of Education shall be considered to have given satisfactory evidence that the standards have been met. The rules and regulations shall provide for provisional licensing for one or more periods not to exceed two years each and for renewal of regular licenses at intervals not to exceed five years. The commission shall enforce all rules and regulations for licensing nonpublic educational institutions and shall revoke or suspend the license of any institution failing to comply with the minimum requirements for licensure.

**HISTORY: 1977 Act No. 201 § 3.**

**Research and Practice References—**
15A Am Jur 2d, Colleges and Universities § 6.
14 CJS, Colleges and Universities § 3.

## § 59–46–40. License required.

No nonpublic educational institution established in this State shall have the authority to confer degrees upon any person in this State or elsewhere, unless a license is first secured from the commission and no nonpublic educational institution established elsewhere shall have the authority to operate in or confer degrees in this State unless a license is first secured from the commission.

**HISTORY: 1977 Act No. 201 § 4.**

## § 59–46–50. Administrative procedures to deny, revoke or suspend license.

If the law requires the legal rights, duties or privileges of a person to be determined by an agency only after notice and an opportunity for an administrative hearing, the denial, revocation or suspension of a license to confer degrees shall be preceded by the following administrative procedure.

(1) Prior to a final agency proceeding to deny, revoke or suspend a license to confer degrees, the commission shall give to the person to be affected by its decision, notice by mail of facts and conduct which warrant its intended action and an opportunity to show compliance with the minimum requirements for licensure.

(2) In any final agency proceeding to deny a license to any person properly applying therefor, or to revoke or suspend the license of any licensee, the commission shall give the person to be affected by its intended action notice and an opportunity for a hearing as provided in Sections 17 through 21 of Act 671 of 1976 concerning contested cases.

Unless the commission complies with the procedure specified in this section, except as provided and applicable in Sections 23(b) and 23(c) of Act 671 of 1976, no denial, revocation or suspension of a license to confer degrees shall be valid.

**HISTORY: 1977 Act No. 201 § 5.**

### § 59-46-60. Judicial review of license denial, revocation or suspension.

Any person aggrieved by the final decision of the commission in refusing to issue a license or revoking or suspending a license previously granted, is entitled to the same judicial review under this chapter, as provided in Sections 23 through 24 of Act 671 of 1976 concerning contested cases.

**HISTORY: 1977 Act No. 201 § 6.**

**Editor's Note—**

"Sections 23 through 24 of Act 671 of 1976," referred to in this Code section, were repealed by 1977 Act No. 176 Article III § 2. For provisions identical to those of former Section 23, see now § 1-23-370; for provisions identical to those of former Section 24, see now § 1-23-380.

### § 59-46-70. Restraining violations of chapter or rules and regulations; civil penalties.

(1) Whenever it shall appear to the commission that any person is or has been violating any provisions of this chapter or any lawful rules or regulations promulgated hereunder, the commission shall request the Attorney General, the solicitor or any appropriate official officer having jurisdiction in the circuit or county in which the nonpublic educational institution or its agent is found, to bring a civil action to restrain such person from violating this chapter or any lawful rules or regulations promulgated hereunder, and for other appropriate relief. The action may be brought in the court of common pleas in the county in which the person resides, has his principal place of business, or conducts or transacts business. The courts may issue orders and injunctions to restrain and prevent violations of this chapter, and such orders and injunctions shall be issued without bond.

(2) If a court finds that any person is willfully violating or has willfully violated this chapter the commission, upon petition to the court, may recover a civil penalty of not exceeding five thousand dollars for each violation. Each degree granted by an institution

without the required license is a separate violation for purposes of this section.

(3) The commission may bring a civil action against a person who violates the terms of an injunction issued under this section for a civil penalty of not more than fifteen thousand dollars. For purposes of this section, the court of common pleas issuing an injunction shall retain jurisdiction, and the cause shall be continued and in such cases the commission may petition for recovery of civil penalties.

(4) For purposes of this section, a willful violation occurs when the person committing the violation knew or should have known that his conduct was a violation of § 59–46–40.

**HISTORY: 1977 Act No. 201 § 7.**

### § 59–46–80. Exemption of primary, middle and high schools.

The provisions of this chapter shall not apply to primary schools, middle schools or high schools.

**HISTORY: 1977 Act No. 201 § 7A.**

### § 59–46–90. Exemption of Bible institutions and theological schools.

*Provided,* that provisions of this chapter shall not apply to Bible institutions or theological schools.

**HISTORY: 1977 Act No. 201 § 8.**

# APPENDIX B

## References: Master Planning

1. *Goals for Higher Education to 1980*, Summary and Volumes I and II. CHE. January, 1972.
2. *Comprehensive Planning for Postsecondary Education in South Carolina: Goals, Enrollment Projections, and Institutional Missions*, S. C. Postsecondary Education Planning ommission. January, 1978.
3. Annual Reports of the South Carolina Commission on Higher Education. Appendices provide statistics on postsecondary education.
4. *Policies of South Carolina Senior Colleges and Universities Concerning Transfer Students From Two-Year Colleges, 1977*. CHE. May, 1977.
5. *Two-Year Postsecondary Education in South Carolina*. A Joint Report of the S. C. Commission on Higher Education and the State Committee for Technical Education. December 1971.
6. Report on Two-Year Postsecondary Institutions, from Advisory Council on Community Colleges, presented to CHE in June, 1977.
7. *Projected Degree-Credit Enrollments Through 1985 in South Carolina Colleges and Universities*. CHE. May, 1977.
8. Staff report on Statewide Survey on Goals for Higher Education, presented to CHE in June, 1977.
9. Staff report, *Institutional Missions*, presented to CHE in December, 1977.
10. *Inventory of Academic Degree Programs in South Carolina*. Published annually by CHE.
11. *Degrees Conferred by Postsecondary Institutions in South Carolina, 1975-76 and 1976-77*. CHE.
12. *Resources of South Carolina Libraries*. CHE. 1976.
13. *Inventory of Physical Facilities in South Carolina Postsecondary Institutions, Fall of 1974.* CHE. December, 1974.
14. Fall, 1977 space inventory updates submitted by S. C. Colleges and Universities, Available in CHE.
15. Annual reports on utilization of classrooms and class laboratories, S. C. public postsecondary institutions, published by CHE.
16. *Comparison of Faculty Salary Averages in South Carolina Public Colleges and Universities with Faculty Salaries in Other Southern States*. CHE. August, 1977.
17. *Tuition and Fees in South Carolina Public Institutions*, 1976-77. Provides comparative information on tuition and fees within the public sector in South Carolina and among the fourteen SREB states. CHE. June, 1977.

18. A report on Student Financial Aid from Advisory Committee on Student Financial Aid (draft).

19. Four reports regarding optometric education, presented to CHE by the Health Education Authority in June, 1977.

20. Health Careers Directory, An Annual Survey of Educational Opportunities to Study for the Health Professions. 1977 edition available through CHE.

21. Guidelines For A Medical Practice Plan for South Carolina, CHE. November, 1977.

22. The Subject of Nutrition in the Medical School Curricular. CHE. April, 1978.

23. Partners in Practice: Nursing Education/Nursing Service. Proceedings of a conference. July, 1978.

24. Health Manpower Educational Program Inventory. Published annually by CHE and the State Division of Research and Statistical Services.

# APPENDIX C

## Task Force Responsibilities and Membership

Steering Committee. To monitor the effort of the planning task forces and ensure coordination of their inter-related activities.

Arthur M. Swanson, Chairman, Commission on Higher Education, Chairman;
James E. Bostic, Member, Commission on Higher Education;
Arthur J. H. Clement, Jr., Member, Commission on Higher Education;
Joseph O. Rogers, Jr., Member, Commission on Higher Education;
C. Otis Taylor, Jr., Member, Commission on Higher Education;
Robert P. Wilkins, Member, Commission on Higher Education;
Senator Robert C. Lake, Jr., Senate Education Committee;
Represenative Eugene C. Stoddard, House Education and Public Works Committee;
Howard R. Boozer, Executive Director, Commission on Higher Education;
G. William Dudley, Executive Director, State Board for Technical and Comprehensive Education;
Robert C. Edwards, President, Clemson University;
James B. Holderman, President, University of South Carolina;
William H. Knisely, President, Medical University of South Carolina;
J. M. Lesesne, Jr., President, Wofford College;
M. Maceo Nance, Jr., President, S. C. State College;
Charles E. Palmer, S. C. Organization of Private Postsecondary Schools;
P. C. Smith, Director, State Planning Division;
Walter D. Smith, President, Francis Marion College.

Task Force on Goals. To review goals for postsecondary education established in other states and the goals approved by the Commission on Higher Education, and recommend any changes in the Commission's goals; to establish criteria to annually assess progress in moving toward the achievement of the recommended goals. Specific attention will be given to assessing the quality of postsecondary education.

Robert P. Wilkins, Member, Commission on Higher Education, Chairman;
G. William Dudley, Executive Director, State Board for Technical and Comprehensive Education;
Melvin G. Furr, Realtor, Lancaster;
James B. Holderman, President, University of South Carolina;
James R. Michael, Assistant Director, Commission on Higher Education;
C. Julian Parrish, Retired, Columbia;
Henry Ponder, President, Benedict College;
Robert M. Scotland, President, Student Government Association, S. C. State College;
W. Allen Smith, Jr., Associate Dean, Medical University of South Carolina;
Charles B. Vail, President, Winthrop College;
Glen E. Whitesides, President, Newberry College.

Task Force on Enrollment Projections. To project short-range and long-range enrollment projections on a statewide basis and for each of the public institutions.

C. Otis Taylor, Jr., Member, Commission on Higher Education, Chairman;
Daniel J. Antion, Acting Associate Provost, University of South Carolina;
Dorothy L. Brown, Director of Admissions and Records, S. C. State College·

Frederick W. Daniels, Dean of Admissions, College of Charleston;
William L. Harris, Dean of Undergraduate Studies, The Citadel;
H. McLean Holderfield, Coordinator, Department of Planning and Research, State Board for Technical and Comprehensive Education;
Richard D. Houk, Vice Provost, Winthrop College;
Larry A. Jackson, President, Lander College;
Frank E. Kinard, Assistant Director, Commission on Higher Education;
Eugene A. Laurent, Director, State Research and Statistical Services Division;
J. Lacy McLean, Vice President, S. C. Foundation of Independent Colleges;
Paul D. Sandifer, Director, Office of Research, State Department of Education;
J. Coleman Shouse, Planner, J. E. Sirrine Co., Greenville;
Florence H. Steele, Vice President for Institutional Research, Francis Marion College;
Glen E. Overton, Registrar and Director of Admissions, Medical University of South Carolina;
Kenneth N. Vickery, Dean of Admissions and Registration, Clemson University.

Task Force on Institutional and Sector Missions. To review existing institutional and sector mission statements and recommend any changes.

Joseph O. Rogers, Jr., Member, Commission on Higher Education, Chairman;
Wallace E. Anderson, Interim President, The Citadel;
John W. Baker, Professor and Fine Arts Chairman, Francis Marion College;
F. W. Bonner, Provost, Furman University;
Edward M. Collins, Jr., President, College of Charleston;
Robert C. Edwards, President, Clemson University;
J. Reece Funderburk, Jr., D.D.S., Lancaster;
James B. Holderman, President, University of South Carolina;
Larry A. Jackson, President, Lander College;
Frank E. Kinard, Assistant Director, Commission on Higher Education;
James R. Morris, Jr., Associate Executive Director for Instruction; State Board for Technical and Comprehensive Education;
M. Maceo Nance, Jr., President, S. C. State College;
Hubert D. Osteen, Jr., Editor, Sumter Daily Item;
John Talbert, Vice President, Rice College;
Charles B. Vail, President, Winthrop College;
W. Curtis Worthington, Jr., Vice President for Academic Affairs, Medical University of South Carolina.

Task Force on Academic Programs. To consider the present status and future need for educational programs and research at two-year, baccalaureate and graduate levels and to develop procedures for the evaluation of existing programs to avoid unnecessary duplication and submit recommendations.

Arthur J. H. Clement, Jr., Member, Commission on Higher Education, Chairman;
Wallace E. Anderson, Interim President, The Citadel;
Charles D. Ashmore, Vice President for Academic Affairs, Converse College;
Algernon S. Belcher, Vice President for Academic Affairs, S. C. State College;
John M. Bevan, Vice President for Academic Affairs, College of Charleston;
Francis T. Borkowski, Provost, University of South Carolina;
Richard D. Houk, Vice Provost, Winthrop College;
Victor Hurst, Vice President for Academic Affairs, Clemson University;

Frank E. Kinard, Assistant Director, Commission on Higher Education;
William C. Moran, Vice President for Academic Affairs, Francis Marion College;
James R. Morris, Jr., Associate Executive Director for Instruction, State Board for Technical and Comprehensive Education;
Oscar Page, Vice President for Academic Affairs, Lander College;
W. Curtis Worthington, Jr., Vice President for Academic Affairs, Medical University of South Carolina.

Task Force on Finances. To review financial requirements and resources for public postsecondary education and submit recommendations.

Robert C. Gallager, Member, Commission on Higher Education, Chairman;
Jessica P. Brown, Mt. Pleasant;
Robert T. Coleman, President, Converse College;
B. A. Daetwyler, System Vice President for Business and Finance, University of South Carolina;
N. Casey Frederick, Vice President for Administration and Finance, Francis Marion College;
James A. Grimsely, Vice President for Administration and Finance, The Citadel;
Harold A. Jenkins, Vice President for Business and Finance, S. C. State College;
William C. Jennings, Assistant Director, Commission on Higher Education;
John Pincelli, Student, University of South Carolina-Columbia;
Wyman D. Shealy, Associate Executive Director for Management, State Board for Technical and Comprehensive Education;
Edgar A. Vaughn, State Auditor;
Marshall White, Jr., Business Manager, American Chemical and Coloring Co., Rock Hill;
John E. Wise, Vice President for Administration and Finance, Medical University of South Carolina;
Invited but did not participate: One representative from the Senate Finance Committee, and one representative from the House Ways and Means Committee.

Task Force on The Appropriation Formula. To undertake a complete reexamination of the Appropriation Formula with the view of making further improvements.

James E. Bostic, Jr., Member, Commission on Higher Education, Chairman;
Melvin E. Barnette, Vice President for Business and Finance, Clemson University;
Nettie L. Bryan, Director of Research, Senate Education Committee;
John M. Cooper, Budget Analyst, State Auditor's Office;
R. W. Denton, Vice President for Finance, University of South Carolina;
N. Casey Frederick, Vice President for Business and Finance, Francis Marion College;
James A. Grimsely, Vice President for Administration and Finance, The Citadel;
William C. Jennings, Assistant Director, Commission on Higher Education;
Harry M. Johnston, Jr., Director of Research, Senate Finance Committee;
J. P. McKee, Budget Officer, Winthrop College;
Fred R. Sheheen, Publisher, Camden;
Wilbur B. Shuler, Business Manager, S. C. State College;
Robert C. Toomey, Director of Research and Administration, House Ways and Means Committee;
W. E. Troublefield, Jr., Vice President for Business and Administrative Service, Lander College;
J. Floyd Tyler, Vice President for Business Affairs, College of Charleston;
John E. Wise, Vice President for Administration and Finance, Medical University of South Carolina.

Task Force on Higher Educational Information Systems. To review the requirements for recurring reports from postsecondary educational institutions and submit recommedations, working in close coordination with the Task Force on Computers. The Task Force will report on the administrative staffs of the institutions and their ability to meet reporting requirements.

Roosevelt Gilliam, Jr., Member, Commission on Higher Education, Chairman;
James A. Grimsely, Vice President for Administration and Finance, The Citadel;
William L. Harris, Dean of Undergraduate Studies, The Citadel;
William C. Gibbons, Comptroller, The Citadel;
Albert B. Marx, Associate Director of Admissions and Registration, Clemson University;
James L. Strom, Director of Planning and Corporate Relations, Clemson University;
J. Marvin Bennett, Director of Business Systems Development, Clemson University;
John M. Bevan, Vice President for Academic Affairs, College of Charleston;
Vernon G. Rivers, Vice President for Institutional Research, College of Charleston;
J. Floyd Tyler, Vice President for Business Affairs, College of Charleston;
N. Casey Frederick, Vice President for Academic Affairs, Francis Marion College;
William C. Moran, Vice President for Academic Affairs, Francis Marion College;
Florence H. Steele, Vice President for Institutional Research, Francis Marion College;
Calvin B. Cobb, Systems Supervisor, Lander College;
W. Curtis Worthington, Vice President for Academic Affairs, Medical University of South Carolina;
Carl A. Carpenter, Assistant to the President for Academic Affairs, S. C. State College;
M. D. Tavenner, Vice President for Institutional Research, University of South Carolina;
Caroline Denham, Manager, Institutional Research Office, University of South Carolina;
F. I. Brownley, Jr., Provost, Winthrop College;
Richard D. Houk, Vice Provost, Winthrop College;
John A. Barry, Jr., Vice President for Academic Affairs, Baptist College;
Nettie L. Bryan, Director of Research, Senate Education Committee;
Richard L. Cason, Vice President for Development, Piedmont Technical College;
H. McLean Holderfield, Coordinator, Department of Planning and Research, State Board for Technical and Comprehensive Education;
William C. Jennings, Assistant Director, Commission on Higher Education;
Harry Johnston, Jr., Director of Research, Senate Finance Committee;
Andrew P. Leventis, Jr., Director of Research and Administration, House Education and Public Works Committee;
Clyde R. Nichols, Jr., Assistant Comptroller General;
Robert C. Toomey, Director of Research and Administration, House Ways and Means Committee.

Task Force on Facilities. To review procedures for projecting future needs for capital improvements, submitting requests for approval, evaluating requirements and establishing priorities, and submit recommendations.

Hugh P. Harris, Member, Commission on Higher Education, Chairman;
Representative Marion Carnell, S. C. General Assembly;
Luther J. Battiste, Director of Physical Plant, S. C. Carolina State College;
William J. Clement, Architect, Columbia;
Bernard A. Daetwyler, System Vice President for Business and Finance, University of South Carolina;

Judson H. Drennan, Assistant to the President for Facilities, Winthrop College;
N. Casey Frederick, Vice President for Business and Finance, Francis Marion College;
Don C. Garrison, President, Tri-County Technical College;
James A. Grimsely, Vice President for Administration and Finance, The Citadel;
Clair W. Huntington, Assistant to the President, Medical University of South Carolina;
Larry A. Jackson, President, Lander College;
William A. McInnis, Secretary to the State Budget and Control Board;
Vernon G. Rivers, Vice President for Institutional Research, College of Charleston;
Gregory T. Russell, Student, University of South Carolina-Aiken;
Wyman D. Shealy, Associate Executive Director for Management, State Board for Technical and Comprehensive Education;
James L. Solomon, Coordinator of Facilities Planning, Commission on Higher Education;
James L. Strom, Director of Planning and Corporate Relations, Clemson University;
R. Wayne Weaver, Vice President for Business Affairs, Furman University.

Task Force on Faculty. To review faculty responsibilities, workload compensation and tenure and submit recommendations.

J. Clyde Shirley, Member, Commission on Higher Education, Chairman;
Wallace E. Anderson, Interim President, The Citadel;
John M. Bevan, Vice President for Academic Affairs, College of Charleston;
Francis T. Borkowski, Provost, University of South Carolina;
Purvis W. Collins, Director, State Retirement System;
Becky Gray, President, Student Government Association, Columbia College;
Victor Hurst, Vice President for Academic Affairs, Clemson University;
Frank E. Kinard, Assistant Director, Commission on Higher Education;
William C. Moran, Vice President for Academic Affairs, Francis Marion College;
Thomas Morgan, Dean, College of Arts and Sciences, Winthrop College;
A. I. Mose, Dean of Faculty, S. C. State College;
Jack S. Mullins, Director, State Personnel Division;
Oscar Page, Vice President for Academic Affairs, Lander College;
Lex D. Walters, President, Piedmont Technical College;
W. Curtis Worthington, Jr., Vice President for Academic Affairs, Medical University of South Carolina;
John T. Wynn, Williamsburg Technical College.

Task Force on Off-Campus Courses. To examine the offering of off-campus courses and submit recommendations.

Jennie C. Dreher, Member, Commission on Higher Education, Chairman;
Robert E. Alexander, Associate Vice President for Two-Year Campuses and Continuing Education, University of South Carolina;
Rita L. Banov, (Mrs. Leon, Jr.,) Charleston;
Jack J. Early, President, Limestone College;
R. L. Grigsby, Jr., President, Midlands Technical College;
Gilbert S. Guinn, Professor, Lander College;
John A. Hamrick, President, Baptist College;
Frank E. Kinard, Assistant Director, Commission on Higher Education;

Johannes R. Lischka, Associate Dean for Continuing Education, Francis Marion College;
Thomas Mahan, Dean of Graduate and Continuing Education, The Citadel;
Robert F. Nance, Jr., Student, University of South Carolina-Sumter;
John B. O'Hara, Dean of Continuing Education, College of Charleston;
J. H. Padgett, Dean, School of Business Administration, Winthrop College;
Ronald D. Ray, Director of Adult Education, S. C. State College;
Charles F. Ward, President, Trident Technical College;
Samuel M. Willis, Dean of University Extension, Clemson University;
Robert E. Wood, Director, Division of Education, South Carolina Educational Television;
John W. Zemp, Dean, College of Graduate Studies and University Research, Medical University of South Carolina.

Task Force on Libraries. To review the status of libraries and allied learning resources available for postsecondary education and submit recommendations.

C. Otis Taylor, Jr., Member, Commission on Higher Education, Chairman;
Representative Harriet H. Keyserling, S. C. General Assembly;
Frank J. Anderson, Librarian, Wofford College;
Lynn S. Garrote, Head Librarian, Florence-Darlington Technical College;
J. W. Gordon Gourlay, Director of the Robert Muldrow Cooper Library, Clemson University;
Ann T. Hare, Director of the Library, Lander College;
Ellis Hodgin, Director of the Library, College of Charleston;
Frank E. Kinard, Assistant Director, Commission on Higher Education;
Betty Martin, S. C. Association of School Librarians, Greenville;
Rachel S. Martin, Librarian, Furman University;
Martin R. Pautz, Director of Learning Resources, Greenville Technical College;
David M. Paynter, Director, Florence County Library;
Warren A. Sawyer, Library Director, Medical University of South Carolina;
Carl Stone, Director, Anderson County Library;
Kenneth E. Toombs, Director of Libraries, University of South Carolina;
Estellene P. Walker, State Librarian;
Robert E. Wood, Director, Division of Education, South Carolina Educational Television.

Task Force on Two-Year Education. To examine the status of two-year postsecondary education and submit recommendations.

Robert E. Graham, Member, Commission on Higher Education, Chairman;
Representative M. Lois Eargle, S. C. General Assembly;
Senator David S. Taylor, S. C. General Assembly;
W. F. Bultman, Sumter;
Millard C. Dunkin, Member, State Board for Technical and Comprehensive Education;
William B. Hawkins, Trustee, University of South Carolina;
R. Carl Hubbard, Chairman, Lancaster County Commission on Higher Education;
Alan S. Krech, Coordinator of Research, Commission on Higher Education;
George Wesley McManus, Student, Midlands Technical College;
Judith Mersereau, Newberry Academy, Newberry;
Harry M. Miller, Chairman, Area Commission, York Technical College;
Francis P. Mood, Jr., Member, Board of Visitors, The Citadel;
Ernest C. Moore, Member, State Board of Education;
J. B. Ouzts, Chairman, Area Commission, Tri-County Technical College;
Norman P. Pendergrass, Sr., Columbia;
George Silver, President, North Greenville College;

Thomas L. Snowden, Chairman, Area Commission, Piedmont Technical College;
Virgil C. Summer, Chairman, Area Commission, Midlands Technical College;

Task Force on Student Financial Aid. To examine the student financial aid programs available in South Carolina, and submit recommendations.

Margaret E. Wells, Member, Commission on Higher Education, Chairman;
JoAnn Bolchoz, Director of Financial Aid, Medical University of South Carolina;
Louis W. Bone, Director, Planning, Research and Management, Benedict College;
James B. Campbell, Vice President for Student Affairs, University of South Carolina;
Marvin G. Carmichael, Director of Financial Aid, Clemson University;
Palmer Freeman, President, Leroy Springs Foundation;
Michael Gorman, Vice President, Columbia Commercial College;
Vance E. Hightower, Director of Financial Aid, The Citadel;
Jessie Hipps, Student, Benedict College;
Sylvia C. Hudson, Director of Financial Aid, Regional Campuses, University of South Carolina;
Leo L. Kerford, Director of Financial Aid, S. C. State College;
Cannon R. Mayes, Coordinator of Student Affairs, Commission on Higher Education;
Lucille F. McAdams, Financial Aid Director, Tri-County Technical College;
William A. McInnis, Deputy Executive Director, State Budget and Control Board;
Janie E. Reid, Director of Financial Aid, Greenville Technical College;
Benny H. Walker, Director of Student Financial Aid, Furman University;
C. Hilburn Womble, President, Coker College.

Task Force on Transfer Students. To study procedures concerning transfer students and submit recommendations.

Robert E. Graham, Member, Commission on Higher Education, Chairman;
Paul H. Anderson, Associate Dean and Registrar, Furman University;
John M. Bevan, Vice President for Academic Affairs, College of Charleston;
Carl A. Clayton, Director, University of South Carolina-Salkehatchie;
George D. Field, President, Spartanburg Methodist College;
Baxter M. Hood, President, York Technical College;
Edward N. Knight, Director of Admissions, and Financial Aid, Winthrop College;
Alan S. Krech, Coordinator of Research, Commission on Higher Education;
Susan A. Lupo, Student, Francis Marion College;
James R. Morris, Jr., Associate Executive Director for Instruction, State Board for Technical and Comprehensive Education;
Alvena Mullen, Assistant Director of Admissions, Medical University of South Carolina;
Stanley B. Smith, Jr., Assistant Registrar, Clemson University;
Arthur S. West, Director of Admissions,University of South Carolina.

Task Force on Freshman Admissions. To collect data on characteristics of entering students, study admission criteria and procedures and submit recommendations.

B. J. Cooper, Member, Commission on Higher Education, Chairman;
Algernon S. Belcher, Vice President for Academic Affairs, S. C. State College;
M. Stanyarne Bell, President, Erskine College;
Frederick W. Daniels, Dean of Admissions, College of Charleston;
Ronald W. Hampton, President, Chesterfield-Malboro Technical College;
Henry G. Hollingsworth, Director of the Office of General Education, State Department of Education;

William K. Jackson, Assistant Academic Dean and Director of Records, Presbyterian College;
James A. Kiser, Jr., Consultant, Department of Student Services, State Board for Technical and Comprehensive Education;
Cannon R. Mayes, Coordinator of Student Affairs, Commission on Higher Education;
D. D. Nicholson, Jr., Vice President for Development, The Citadel;
Thomas J. Reeves, Vice President for Student Affairs, Converse College;
Paul E. Risinger, Principal, Brookland-Cayce Senior High School;
George R. Starnes, III, Student, Lander College;
Barbara Watkins, Admissions Officer, University of South Carolina-Lancaster;
Arthur S. West, Director of Admissions, University of South Carolina;
Tammy R. Wise, Secretary, S. C. Student Council.

Task Force on Student Services. To study the availability and effectiveness of student services provided by postsecondary educational institutions in South Carolina and submit recommendations.

Margaret E. Wells, Member, Commission on Higher Education, Chairman;
H. Randall Bouknight, Dean of Student, Lander College;
Marguerite M. Chiles, Vice President for Student Affairs, Furman University;
H. Robert Couch, President, Rutledge College;
Walter T. Cox, Vice President for Student Affairs, Clemson University;
C. A. "Buddy" Edwards, Coordinator, Department of Student Services, State Board for Technical and Comprehensive Education;
Rufus R. Hackney, Jr., Vice President for Student Affairs, Francis Marion College;
James L. Hudgins, President, Sumter Area Technical College;
James F. Kauffman, Dean of Student Services, University of South Carolina-Aiken;
Mary T. Littlejohn, Vice President for Student Affairs, Winthrop College;
Cannon R. Mayes, Coordinator of Student Affairs, Commission on Higher Education;
Ralph T. Mirse, President, Columbia College;
Jerry R. Robertson, Dean of Students, North Greenville Junior College;
Danny Williams, Student, Orangeburg-Calhoun Technical College.

Task Force on Computers. To study the requirements for computers in postsecondary education in South Carolina, and submit recommendations to ensure that requirements are met with minimum duplication and cost, working in close coordination with the Task Force on Higher Educational Information Systems.

Roosevelt Gilliam, Jr., Member, Commission on Higher Education, Chairman;
David M. Altus, Coordinator, Department of Management Information Systems, State Board for Technical and Comprehensive Education;
William H. Breazeale, Jr., Chairman, Computer Committee, Francis Marion College;
Charles A. Brooks, Jr., Coordinator of MIS Computerization, Commission on Higher Education;
Charles A. Burr, Director, State Division of Computer Systems Management;
Calvin B. Cobb, Systems Supervisor, Lander College;
Jack M. Cooper, Vice President for Computer Services, University of South Carolina;
C. Richard Crosby, Assistant Vice President, Computer Services, College of Charleston;
George L. Crumley, Director, Computer Center, The Citadel;
William Groves, Computer Services Director, Medical University of South Carolina;
James A. Magee, Director, Computer Center, S. C. State College;
E. James Runde, Director, Computer Center, Furman University;
Arnold E. Schwartz, Dean of Graduate Studies and University Research, Clemson University;
George B. Thomas, President, Voorhees College.

Task Force on Continuing Education. To examine the continuing education resources and present activity of postsecondary institutions in the State in meeting the needs of the citizens for continuing education and community services, and submit recommendations.

Jennie C. Dreher, Member, Commission on Higher Education, Chairman;
John J. Duffy, Vice President for Two-Year Campuses and Continuing Education, University of South Carolina;
Joe D. Gault, President, Spartanburg Technical College;
Charles R. Gibson, President, S. C. Association of Continuing Education, Tri-County Technical College;
M. Rudy Groomes, President, Orangeburg-Calhoun Technical College;
Don Joiner, Dean of Continuing Education, Winthrop College;
Johannes R. Lischka, Associate Dean for Continuing Education, Francis Marion College;
Thomas Mahan, Dean of Graduate and Continuing Education, The Citadel;
John B. O'Hara, Dean of Continuing Education, College of Charleston;
Oscar Page, Vice President for Academic Affairs, Lander College;
Louis E. Phillips, Director of Continuing Education, Furman University;
John J. Powers, State Administrator, Community Service Continuing Education, Commission on Higher Education;
Ronald D. Ray, Director of Adult Education, S. C. State College;
John R. Sosnowski, Assistant Dean, Medical University of South Carolina;
S. Wallace Taylor, Dean of the College, Limestone College;
Samuel M. Willis, Dean of University Extension, Clemson University.

Task Force on Medical Doctor Education. To establish and apply criteria for reviewing proposals for new and existing programs (undergraduate, graduate, postgraduate residencies, and continuing education), research institutes and major programs of public service at the two medical schools in South Carolina.

Roderick Macdonald, Jr., Dean, School of Medicine, University of South Carolina, Chairman;
Louis D. Wright, Jr., Member, Commission on Higher Education;
Charles C. Boone, Executive Director, Spartanburg General Hospital;
Robert E. Davis, Burndale Medical Center, Camden;
Alexander G. Donald, Deputy Commissioner, S. C. Department of Mental Health;
Milton Kimpson, Executive Assistant to the Governor;
J. Lorin Mason, Board Member, S. C. Department of Health and Environmental Control;
R. Layton McCurdy, Professor and Chairman, Department of Psychiatry and Behavioral Sciences, Medical University of South Carolina;
W. Marcus Newberry, Dean, College of Medicine, Medical University of South Carolina;
Raymond C. Ramage, Vice President for Medical Education, Greenville Hospital Systems;
Malcolm Randall, Director, Veterans Administration Hospital, Gainesville, Florida.

Task Force on Nursing Education. To develop a comprehensive statewide plan for nursing education to respond to regional needs for various kinds of nursing personnel and to solve problems of maldistribution. Special attention will be given to matching educational programs to changes and trends in practice entry levels.

Betty M. Johnson, Dean, College of Nursing, University of South Carolina, Chairman;
John T. Austell, Consultant for Allied Health Programs, State Board for Technical and Comprehensive Education;

Walter P. Bailey, Office of Cooperative Health Statistics, Budget and Control Board;
J. Dennis Bolt, Assistant Solicitor, Fifth Judicial Circuit;
Sandra Calder, Director of LPN Program, Orangeburg Technical College;
Florence Childers, S. C. Federation of Licensed Practical Nurses;
Becky Collins, Director of ADN Program, Greenville Technical College;
Marcia Curtis, Dean, College of Nursing, Medical University of South Carolina;
Peggy Deane, Vice President for Nursing, Anderson Memorial Hospital;
William B. Finlayson, Administrator, Conway Hospital;
Julia B. Fisher, Associate State Director of Nursing, S. C. Department of Health and Environmental Control;
George P. Fulton, Assistant Director, Commission on Higher Education;
Nancy R. Hofheimer, Vice President for Nursing Activities, Lexington County Hospital;
Ethel Hughes, Director, Abbeville Nursing Home, Abbeville;
Larry A. Jackson, President, Lander College;
Barbara James, State Supervisor for Health Occupations, State Department of Education:
Adelaide Kloepper, S. C. Nurses' Association;
Geraldine Labecki, Dean, College of Nursing, Clemson University;
Suzanne Lagina, S. C. Nurses' Association;
Zerno Martin, Associate Hospital Director, Spartanburg General Hospital;
Ruth V. Moran, Dean of Nursing, University of South Carolina-Spartanburg;
Virginia Phillips, State Director of Public Health Nursing, S. C. Department of Health and Environmental Control;
Elizabeth Pristernick, President, S. C. Student Nurses' Association;
S. E. Reed, M.D., S. C. Medical Association;
Lewie C. Roache, Dean, School of Arts and Sciences, S. C. State College;
Mary Shilling, Director of Nursing, Greenville General Hospital;
Helen Tripp, S. C. Federation of Licensed Practical Nurses;
Wyman Trotti, S. C. League for Nursing.

Task Force on Allied Health Education. To plan educational programs in the allied health profession, to respond to unmet needs, and to foster opportunities for upward mobility. Consideration will be given to regional and interstate collaboration.

Benjamin F. Lawson, Dean, College of Allied Health Sciences, Medical University of South Carolina, Chairman;
John T. Austell, Consultant for Allied Health Programs, State Board for Technical and Comprehensive Education;
Eugene Baille, Anderson Memorial Hospital;
Muriel B. Bishop, Director, Medical Technology Program, Clemson University;
Neil R. Covington, Chairman, Department of Family and Child Development, Winthrop College;
Wilhelmenia Funchess, Dean, School of Home Economics, S. C. State College:
Philip E. Graef, Professor of Biology, Columbia College;
William H. Lyday, College of Education, University of South Carolina;
William L. Moore, Executive Director, Pee Dee Regional Health Systems Agency;
Yvonne Norton, Chief Occupational Therapist, Hitchcock Rehabilitation Center:
Roger Sealy, Area Health Education Center, McLeod Memorial Hospital;
J. Calvin Taylor, Director for Planning and Grants, S. C. Department of Mental Retardation;
Ben Thrailkill, State Health Coordinating Council;
Winona Vernberg, Dean, School of Public Health, University of South Carolina;
Sandra Ullery, Lexington.

Task Force on Biomedical Research. To determine the need for specific biomedical research projects in South Carolina and the capabilities of medical institutions to respond. Special attention will be given to nutrition, gerontology, cancer research, hypertension, vision research, and biomedical engineering.

Alexander G. Donald, Deputy Commissioner, Department of Mental Health, Chairman;
Francis W. Cooke, Professor of Bioengineering and Material Engineering, Clemson University;
Hugh H. Fudenberg, Chairman, Department of Basic and Clinical Immunology and Microbiology, Medical University of South Carolina;
Judith O. Goodwin, Associate Professor of Nursing, University of South Carolina;
George M. Reeves, Dean of Graduate School, University of South Carolina;
Albert B. Sabin, Distinguished Research Professor of Biomedicine, Medical University of South Carolina;
M. Michael Sigel, Chairman, Department of Microbiology and Immunology, University of South Carolina;
Roger E. Stevenson, Greenwood Genetic Center;
Edgar H. Underwood, Jr., Spring Mills, Fort Mill;
William Vallotton, Eye Institute, Medical University of South Carolina;
John W. Zemp, Dean, College of Graduate Studies and University Research, Medical University of South Carolina.

Task Force on Interrelationships Among the Health Professions. To analyze the comparative roles of the various health professions and to plan for their respective requirements for educational programs to provide the corresponding manpower necessary for access to quality health care delivery.

Arthur L. Haisten, Dean of Dental Medicine, Medical University of South Carolina, Chairman;
Herman F. Allen, Executive Director, S. C. Lung Associate;
John G. Beasley, Trustee, University of South Carolina;
Marcia Curtis, Dean, College of Nursing, Medical University of South Carolina;
Sanford H. Daniel, Columbia;
Joe B. Davenport, Anderson;
William H. Golod, Dean, College of Pharmacy, Medical University of South Carolina;
Charles Johnson, Executive Director, S. C. Medical Association;
Robert Jordan, College of Dental Medicine, Medical University of South Carolina;
James F. Keasler, Executive Director, Appalachian Health Council, Health Systems Agency;
Benjamin F. Lawson, Dean, College of Allied Health Sciences, Medical University of South Carolina;
R. Ramsey Mellette, Dean of Continuing Education, Medical University of South Carolina;
W. Marcus Newberry, Dean, College of Medicine, Medical University of South Carolina;
Virginia Phillips, State Director of Public Health Nursing, S. C. Department of Health and Environmental Control;
S. Thomas Scarborough, Charleston;
Ruth Q. Siegler, Executive Director, State Board of Nursing;
Winona Vernberg, Dean, School of Public Health, University of South Carolina;
Hardy Wickwar, Consultant, Richland Memorial Hospital;
W. Louis Williams, Chairman, Area Commission, Greenville Technical College.

## APPENDIX D

## SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
## 1980-81 APPROPRIATION FORMULA
## FOR CONTINUING OPERATIONS

The Appropriation Formula provides for equitable sharing of state taxpayer support for South Carolina's public colleges and universities. Realistic appropriations are computed impartially by using actual enrollments, proven student/faculty ratios, uniform salary assumptions, and justifiable average percentages to cover the agreed programs (instruction, research, public service, etc.) of the institutions.

* * * * * * * * * * * * * * *

### 1. STUDENT CREDIT HOURS

Use the number of student credit hours produced, by level of instruction and academic discipline, during the fall 1979 semester. Include half credit for contact hours in physical education and remedial courses unless credit hours toward a degree are awarded for such courses. (See CHE Report 14)

### 2. FTE (FULL-TIME EQUIVALENT) STUDENTS

Divide undergraduate credit hours by 15
professional (law) " " " 15
master's level " " " 12
and doctoral " " " 9
to determine the number of FTE students to be taught. (See CHE Report 3)

### NOTE

From Table 1 determine the appropriate Academic Discipline Table, 2, 3, 4, or 5, to be used in calculating steps 3, 4a, and 4b for your institution.

### 3. FTE TEACHING FACULTY

To find the number of FTE teaching faculty positions required, divide the number of FTE students at each level and in each academic discipline by an appropriate student/faculty ratio.

### 4. INSTRUCTION

a. Compute the cost of teaching faculty salaries by multiplying the FTE teaching faculty by peer group faculty salary average for each discipline and level.

b. Multiply the cost of teaching faculty salaries for each discipline and level by the corresponding peer group instructional support percentage to obtain total cost for instructional support.

c. Add a and b.

d. Of the total number of FTE teaching faculty (other than military science) required, determine the proportion to be filled by teaching assistants. (Use the proportion on fall 1978 CHE Report 9, unless justification for a different proportion is presented.) Multiply the number of FTE teaching assistants required by $X,XXX (difference between average salary of faculty other than teaching assistants and average salary of teaching assistants for fall 1978 for your institution), plus improvements of 7.62% + $450 for 1979-80 and 4% for 1980-81. (See CHE Report 10)

e. The difference between 4c and 4d equals total costs for instruction.

5. RESEARCH

25% of prior year sponsored research and non-general fund research expenditures at your institution equals total costs for research.

6. PUBLIC SERVICE

25% of prior year sponsored public service and non-general fund public service expenditures at your institution equals total costs for public service.

7. ACADEMIC SUPPORT - LIBRARIES

10% of total instructional costs (as determined in step 4e) to cover library acquisitions and operations equals total costs for academic support - libraries.

8. ACADEMIC SUPPORT - OTHER

12% of total instructional costs (as determined in step 4e) to cover museums and galleries, educational media services, academic computing support, ancillary support, academic administration, and academic personnel development equals total costs for academic support - other.

9. STUDENT SERVICES

$150 - 1st 4,000 headcount students, $125 - 2nd 4,000 headcount students, $100 - 3rd 4,000 headcount students, $ 75 - all over 12,000 headcount students enrolled fall 1979 plus $4 per student credit hour as determined in step 1 equals total costs for student services.

10. OPERATION AND MAINTENANCE OF PLANT

a. For physical plant general services, use formula I, Table 6.

b. For building maintenance, use formula II, Table 6.

c. For custodial services, use formula III, Table 6.

d. For grounds maintenance, use formula IV, Table 6.

e. Add the actual 1978-79 expenditures for utilities (see Table 7 for definitions) plus 10% per year (15% for gas).

f. The sum of 10a through 10e equals total costs for operation and maintenance of plant.

11. INSTITUTIONAL SUPPORT

a. Sub-total steps 4e, 5, 6, 7, 8, 9, and 10.

b. 15% of this total or $100,000 (whichever is larger) equals total costs for institutional support.

## 12. UNIQUE COSTS

Funding to provide for unique costs and to respond to differences which exist among institutions because of different roles and missions, which are not provided for in previous steps, may be requested. Items included should be of such nature as to require subjective analysis and judgment. When requests for such items are included, they must be subjectively justified (to include how the item is unique, special or not included in previous components of the formula) and specific amounts of costs by program must be detailed as to personnel services, equipment and other operating expenses.

## 13. STATE EMPLOYER CONTRIBUTIONS

Use state employer contributions as calculated by State Personnel Division for personnel included in the programs funded by the formula.

## 14. STUDENT FEES AND OTHER REVENUES

Compute the required student fee income deduction for Educational and General purposes at $300 for each FTE university (main campus) student and $200 for each FTE college or branch campus student, the amount per FTE to be doubled for the percentage of out-of-state students. To this add the estimated revenue from sales and services (including application, laboratory, auto registration, and other service fees) and any anticipated income from the Federal government to be received in support of 1980-81 educational and general operations. Do not include endowment income, gifts from alumni and friends, or income for sponsored research and other sponsored programs. Also add the amount of teaching faculty salaries for academic discipline 1800, Military Science, computed in step 4a.

## 15. COSTS OF EDUCATIONAL AND GENERAL OPERATIONS

Add the amounts calculated in steps 11a, 11b, 12, and 13, and subtract the amount in step 14 to determine state funding request for Educational and General operations.

Adopted by CHE July 12, 1979

## TABLE 1

## APPROPRIATION FORMULA INSTITUTION GROUPS

### GROUP I

Institutions conferring the doctoral degree as the highest degree awarded:

Clemson University
U.S.C.-Columbia

### GROUP II

Institutions conferring the master's degree as the highest degree awarded:

College of Charleston
Francis Marion College
South Carolina State College
The Citadel
Winthrop College

### GROUP III

Institutions conferring the bachelor's degree as the highest degree awarded:

Lander College
U.S.C.-Aiken
U.S.C.-Coastal
U.S.C.-Spartanburg

### GROUP IV

College level 2-yr. branches of 4-yr. institutions:

U.S.C.-Beaufort
U.S.C.-Lancaster
U.S.C.-Salkehatchie
U.S.C.-Sumter
U.S.C.-Union

## TABLE 2

## S. C. COMMISSION ON HIGHER EDUCATION

GROUP I INSTITUTIONS

## ACADEMIC DISCIPLINE DATA

| | | STUDENT/FACULTY RATIO | | | | SUPPORT PERCENTAGES | | |
|---|---|---|---|---|---|---|---|---|
| | | U/G | G-1 | G-2 | AVG SAL | U/G | G-1 | G-2 |
| OTHER FORMULA ACADEMIC AREAS | | | | | | | | |
| 0200 | ARCHITECTURE | 14 :1 | 07 :1 | 07 :1 | 23,013 | .28 | .28 | .28 |
| 0500 | BUSINESS & MANAGEMENT | 23 :1 | 16 :1 | 11 :1 | 27,538 | .23 | .23 | .23 |
| 0800 | TEACHER EDUCATION | 23 :1 | 13 :1 | 10 :1 | 22,327 | .32 | .32 | .32 |
| 0899 | PRACTICE TEACHING | 12 :1 | 00 :1 | 00 :1 | 22,327 | .32 | .32 | .32 |
| 0900 | ENGINEERING | 17 :1 | 10 :1 | 06 :1 | 27,036 | .44 | .44 | .44 |
| 0913 | INDUSTRIAL & MGT. ENGINEERING | 17 :1 | 10 :1 | 06 :1 | 27,203 | .44 | .44 | .44 |
| 1000 | FINE & APPLIED ARTS | 13 :1 | 08 :1 | 08 :1 | 20,864 | .29 | .29 | .29 |
| 1203 | NURSING (BA & ABOVE) | 07 :1 | 07 :1 | 07 :1 | 17,721 | .33 | .33 | .33 |
| 1211 | PHARMACY | 16 :1 | 09 :1 | 09 :1 | 24,701 | .41 | .41 | .41 |
| 1214 | PUBLIC HEALTH | 18 :1 | 09 :1 | 09 :1 | 30,694 | .23 | .23 | .23 |
| 1220 | SPEECH PATHOLOGY & AUDIOLOGY | 10 :1 | 07 :1 | 07 :1 | 20,964 | .23 | .23 | .23 |
| 1300 | HOME ECONOMICS | 13 :1 | 11 :1 | 11 :1 | 19,748 | .25 | .25 | .00 |
| 1400 | LAW | 00 :1 | 23 :1 | 00 :1 | 34,060 | .31 | .31 | .31 |
| 1600 | LIBRARY SCIENCE | 19 :1 | 11 :1 | 11 :1 | 25,837 | .19 | .19 | .19 |
| 1800 | MILITARY SCIENCE | 13 :1 | 00 :1 | 00 :1 | 19,250 | .43 | .00 | .00 |
| 1999 | TEXTILE SCIENCE | 10 :1 | 06 :1 | 04 :1 | 30,251 | .69 | .69 | .69 |
| 2104 | SOCIAL WORK | 15 :1 | 12 :1 | 12 :1 | 23,657 | .18 | .18 | .18 |
| 2105 | CRIMINAL JUSTICE | 19 :1 | 14 :1 | 14 :1 | 22,627 | .18 | .18 | .18 |
| 4999 | REMEDIAL EDUCATION | 15 :1 | 00 :1 | 00 :1 | 16,919 | .25 | .00 | .00 |
| 5200 | NURSING (ASSOC.) | 07 :1 | 00 :1 | 00 :1 | 17,413 | .33 | .33 | .33 |
| LIBERAL ARTS | | | | | | | | |
| 0600 | COMMUNICATIONS | 19 :1 | 11 :1 | 05 :1 | 23,687 | .19 | .19 | .19 |
| 1100 | FOREIGN LANGUAGES | 19 :1 | 11 :1 | 05 :1 | 24,982 | .25 | .25 | .25 |
| 1500 | LETTERS | 19 :1 | 11 :1 | 05 :1 | 20,807 | .18 | .18 | .18 |
| 2000 | PSYCHOLOGY | 19 :1 | 11 :1 | 05 :1 | 23,420 | .31 | .31 | .31 |
| 2100 | PUBLIC AFFAIRS & SERVICES | 19 :1 | 11 :1 | 95 :1 | 22,627 | .18 | .18 | .18 |
| 2200 | SOCIAL SCIENCES | 19 :1 | 11 :1 | 05 :1 | 25,098 | .23 | .23 | .23 |
| 5999 | GENERAL STUDIES | 19 :1 | 00 :1 | 00 :1 | 18,335 | .10 | .00 | .00 |
| SCIENCES | | | | | | | | |
| 0400 | BIOLOGICAL SCIENCES | 22 :1 | 09 :1 | 07 :1 | 27,042 | .67 | .67 | .67 |
| 0700 | COMPUTER & INFORMATION SCIENCE | 22 :1 | 09 :1 | 07 :1 | 24,506 | .57 | .57 | .57 |
| 1700 | MATHEMATICS | 22 :1 | 09 :1 | 07 :1 | 24,064 | .19 | .19 | .19 |
| 1900 | PHYSICAL SCIENCES | 22 :1 | 09 :1 | 07 :1 | 26,157 | .60 | .60 | .60 |
| AGRICULTURE | | | | | | | | |
| 0100 | AGRICULTURE | 18 :1 | 09 :1 | 03 :1 | 26,038 | .45 | .45 | .45 |
| 0114 | FORESTRY | 18 :1 | 09 :1 | 03 :1 | 26,399 | .55 | .55 | .55 |
| 2103 | PARKS & RECREATION MGT. | 18 :1 | 09 :1 | 03 :1 | 22,573 | .49 | .49 | .49 |

## TABLE 3

## S. C. COMMISSION ON HIGHER EDUCATION

GROUP II INSTITUTIONS

## ACADEMIC DISCIPLINE DATA

| | | STUDENT/FACULTY RATIO | | | | SUPPORT PERCENTAGES | | |
|---|---|---|---|---|---|---|---|---|
| | | U/G | G-1 | G-2 | AVG SAL | U/G | G-1 | G-2 |
| OTHER FORMULA ACADEMIC AREAS | | | | | | | | |
| 0500 | BUSINESS & MANAGEMENT | 23 :1 | 16 :1 | 00 :1 | 21,949 | .18 | .26 | .00 |
| 0800 | TEACHER EDUCATION | 23 :1 | 13 :1 | 00 :1 | 20,423 | .21 | .17 | .00 |
| 0899 | PRACTICE TEACHING | 12 :1 | 00 :1 | 00 :1 | 20,423 | .21 | .17 | .00 |
| 0900 | ENGINEERING | 17 :1 | 10 :1 | 00 :1 | 19,944 | .39 | .32 | .00 |
| 1000 | FINE & APPLIED ARTS | 13 :1 | 08 :1 | 00 :1 | 19,935 | .24 | .36 | .00 |
| 1220 | SPEECH PATHOLOGY & AUDIOLOGY | 10 :1 | 07 :1 | 00 :1 | 19,028 | .40 | .36 | .00 |
| 1300 | HOME ECONOMICS | 13 :1 | 11 :1 | 00 :1 | 19,748 | .25 | .25 | .00 |
| 1600 | LIBRARY SCIENCE | 19 :1 | 11 :1 | 00 :1 | 17,683 | .22 | .12 | .00 |
| 1800 | MILITARY SCIENCE | 13 :1 | 00 :1 | 00 :1 | 19,250 | .43 | .00 | .00 |
| 2104 | SOCIAL WORK | 15 :1 | 12 :1 | 00 :1 | 19,801 | .13 | .13 | .00 |
| 2105 | CRIMINAL JUSTICE | 19 :1 | 14 :1 | 00 :1 | 19,801 | .13 | .13 | .00 |
| 4999 | REMEDIAL EDUCATION | 15 :1 | 00 :1 | 00 :1 | 16,919 | .25 | .00 | .00 |
| LIBERAL ARTS | | | | | | | | |
| 0600 | COMMUNICATIONS | 19 :1 | 11 :1 | 05 :1 | 20,689 | .10 | .15 | .00 |
| 1100 | FOREIGN LANGUAGES | 19 :1 | 11 :1 | 05 :1 | 20,319 | .10 | .15 | .00 |
| 1500 | LETTERS | 19 :1 | 11 :1 | 05 :1 | 19,642 | .10 | .15 | .00 |
| 2000 | PSYCHOLOGY | 19 :1 | 11 :1 | 05 :1 | 21,154 | .10 | .15 | .00 |
| 2100 | PUBLIC AFFAIRS & SERVICE | 19 :1 | 11 :1 | 05 :1 | 19,801 | .10 | .15 | .00 |
| 2200 | SOCIAL SCIENCES | 19 :1 | 11 :1 | 05 :1 | 19,801 | .10 | .15 | .00 |
| 4900 | INTERDISCIPLINARY STUDY | 19 :1 | 11 :1 | 05 :1 | 27,405 | .15 | .00 | .00 |
| SCIENCES | | | | | | | | |
| 0400 | BIOLOGICAL SCIENCES | 22 :1 | 09 :1 | 07 :1 | 21,955 | .43 | .32 | .00 |
| 0700 | COMPUTER & INFORMATION SCIENCE | 22 :1 | 09 :1 | 07 :1 | 20,569 | .43 | .32 | .00 |
| 1700 | MATHEMATICS | 22 :1 | 09 :1 | 07 :1 | 19,743 | .43 | .32 | .00 |
| 1900 | PHYSICAL SCIENCES | 22 :1 | 09 :1 | 07 :1 | 21,595 | .43 | .32 | .00 |

## TABLE 4

## S. C. COMMISSION ON HIGHER EDUCATION

## ACADEMIC DISCIPLINE DATA

GROUP III INSTITUTIONS

| | | STUDENT/FACULTY RATIO | | | | SUPPORT PERCENTAGES | | |
|---|---|---|---|---|---|---|---|---|
| | | U/G | G-1 | G-2 | AVG SAL | U/G | C-1 | G-2 |
| OTHER FORMULA ACADEMIC AREAS | | | | | | | | |
| 0500 | BUSINESS & MANAGEMENT | 23 :1 | 00 :1 | 00 :1 | 22,916 | .18 | .00 | .00 |
| 0800 | TEACHER EDUCATION | 23 :1 | 00 :1 | 00 :1 | 20,360 | .21 | .00 | .00 |
| 0899 | PRACTICE TEACHING | 12 :1 | 00 :1 | 00 :1 | 20,360 | .21 | .00 | .00 |
| 0900 | ENGINEERING | 17 :1 | 00 :1 | 00 :1 | 19,159 | .39 | .00 | .00 |
| 1000 | FINE & APPLIED ARTS | 13 :1 | 00 :1 | 00 :1 | 19,857 | .24 | .00 | .00 |
| 1203 | NURSING (BA & ABOVE) | 07 :1 | 00 :1 | 00 :1 | 17,576 | .40 | .00 | .00 |
| 1300 | HOME ECONOMICS | 13 :1 | 00 :1 | 00 :1 | 17,954 | .25 | .00 | .00 |
| 1600 | LIBRARY SCIENCE | 19 :1 | 00 :1 | 00 :1 | 18,370 | .22 | .00 | .00 |
| 5200 | NURSING (ASSOC.) | 07 :1 | 00 :1 | 00 :1 | 19,398 | .40 | .00 | .00 |
| LIBERAL ARTS | | | | | | | | |
| 0600 | COMMUNICATIONS | 19 :1 | 11 :1 | 05 :1 | 18,267 | .10 | .00 | .00 |
| 1100 | FOREIGN LANGUAGES | 19 :1 | 11 :1 | 05 :1 | 18,510 | .10 | .00 | .00 |
| 1500 | LETTERS | 19 :1 | 11 :1 | 05 :1 | 17,458 | .10 | .00 | .00 |
| 2000 | PSYCHOLOGY | 19 :1 | 11 :1 | 05 :1 | 20,667 | .10 | .00 | .00 |
| 2105 | CRIMINAL JUSTICE | 19 :1 | 00 :1 | 00 :1 | 20,303 | .13 | .00 | .00 |
| 2200 | SOCIAL SCIENCES | 19 :1 | 11 :1 | 05 :1 | 20,109 | .10 | .00 | .00 |
| 5999 | GENERAL STUDIES | 19 :1 | 11 :1 | 05 :1 | 17,540 | .10 | .00 | .00 |
| SCIENCES | | | | | | | | |
| 0400 | BIOLOGICAL SCIENCES | 22 :1 | 09 :1 | 07 :1 | 18,481 | .43 | .00 | .00 |
| 0700 | COMPUTER & INFORMATION SCIENCE | 22 :1 | 09 :1 | 07 :1 | 13,402 | .43 | .00 | .00 |
| 1700 | MATHEMATICS | 22 :1 | 09 :1 | 07 :1 | 18,432 | .43 | .00 | .00 |
| 1900 | PHYSICAL SCIENCES | 22 :1 | 09 :1 | 07 :1 | 23,823 | .43 | .00 | .00 |

## TABLE 5

## S. C. COMMISSION ON HIGHER EDUCATION

## ACADEMIC DISCIPLINE DATA

**GROUP IV INSTITUTIONS**

| | | STUDENT/FACULTY RATIO | | | | SUPPORT PERCENTAGES | | |
|---|---|---|---|---|---|---|---|---|
| | | U/G | G-1 | G-2 | AVG SAL | U/G | G-1 | G-2 |
| OTHER FORMULA ACADEMIC AREAS | | | | | | | | |
| 0500 | BUSINESS & MANAGEMENT | 23 :1 | 00 :1 | 00 :1 | 17,830 | .18 | .00 | .00 |
| 0800 | TEACHER EDUCATION | 23 :1 | 00 :1 | 00 :1 | 18,391 | .21 | .00 | .00 |
| 0900 | ENGINEERING | 17 :1 | 00 :1 | 00 :1 | 18,025 | .39 | .00 | .00 |
| 1000 | FINE & APPLIED ARTS | 13 :1 | 00 :1 | 00 :1 | 15,559 | .24 | .00 | .00 |
| 5200 | NURSING (ASSOC.) | 07 :1 | 00 :1 | 00 :1 | 18,564 | .40 | .00 | .00 |
| LIBERAL ARTS | | | | | | | | |
| 0600 | COMMUNICATIONS | 19 :1 | 11 :1 | 05 :1 | 17,049 | .10 | .00 | .00 |
| 1100 | FOREIGN LANGUAGES | 19 :1 | 11 :1 | 05 :1 | 17,127 | .10 | .00 | .00 |
| 1500 | LETTERS | 19 :1 | 11 :1 | 05 :1 | 15,862 | .10 | .00 | .00 |
| 2000 | PSYCHOLOGY | 19 :1 | 11 :1 | 05 :1 | 16,483 | .10 | .00 | .00 |
| 2200 | SOCIAL SCIENCES | 19 :1 | 11 :1 | 05 :1 | 17,776 | .10 | .00 | .00 |
| 5999 | GENERAL STUDIES | 19 :1 | 11 :1 | 05 :1 | 16,594 | .10 | .00 | .00 |
| SCIENCES | | | | | | | | |
| 0400 | BIOLOGICAL SCIENCES | 22 :1 | 09 :1 | 07 :1 | 16,970 | .43 | .00 | .00 |
| 0700 | COMPUTER & INFORMATION SCIENCE | 22 :1 | 09 :1 | 07 :1 | 17,895 | .43 | .00 | .00 |
| 1700 | MATHEMATICS | 22 :1 | 09 :1 | 07 :1 | 16,055 | .43 | .00 | .00 |
| 1900 | PHYSICAL SCIENCES | 22 :1 | 09 :1 | 07 :1 | 18,432 | .43 | .00 | .00 |

# TABLE 6

## 1980-81

## SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

## FORMULA FOR OPERATION AND MAINTENANCE OF PLANT

I. GENERAL SERVICES* = SW ([FTES + (2 x FTEE)] x 3.90) + (RCB x .0028)

Definitions of terms used in the formula:

1. SW is the average hourly earnings for services (adjusted) for January, 1979, as shown in the *Survey of Current Business* published by the Bureau of Economic Analysis of the U.S. Department of Commerce
2. FTES is the full-time equivalent students determined in step 2.
3. FTEE is the full-time employees enrolled in the State Retirement System as of January 1, 1979.
4. RCB is the replacement cost of buildings which shall be determined by applying the factors for the specific classes of construction, as shown on *Markel's Handy Appraisal Chart*[1] to the original construction costs of each education, general, and service building.

* * * * * *

II. BUILDING MAINTENANCE* = MCF x RCB

Definitions of terms used in the formula:

1. MCF is the maintenance cost factors designated as follows (factors expressed as percentage figures):

| | Wood-Frame Construction[2] | Masonry-Wood Construction[3] | Masonry-Concrete Construction[4] |
|---|---|---|---|
| Air Conditioned | 1.90 | 1.45 | 1.25 |
| Non-Air Conditioned | 1.75 | 1.30 | 1.10 |

2. RCB is the replacement cost of buildings as calculated in the formula for Physical Plant General Servcies.

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[1] Published by Markel Appraisal Chart Company, Cincinnati 2, Ohio as of January and July each year. Use the January 1979 issue for budget submission.
[2] Designated as "Frame" on *Markel's Handy Appraisal Chart*.
[3] Designated as "Semi-Fireproof" on *Markel's Handy Appraisal Chart*.
[4] Designated as "Fireproof" on *Markel's Handy Appraisal Chart*.

TABLE 6
(Continued)

III. CUSTODIAL SERVICES* = $SW \times I \times \frac{GSF}{22{,}400} \times 2080 \times 1.2$

Definitions of terms used in the formula:

1. SW is the average hourly earnings for services (adjusted) for January, 1979, as shown in the Survey of Current Business published by the Bureau of Economic Analysis of the U.S. Department of Commerce.

2. I represents labor and material inflation factor. For fiscal year 1980-81 this factor is 1.064.

3. GSF is the gross square feet (outside dimensions) of educational, general, and service buildings.

* * * * * *

IV. GROUNDS MAINTENANCE* = $SW\ (.70P + 122L + .50E)$

Definitions of terms used in the formula:

1. SW is the average hourly earnings for services (adjusted) for January, 1979, as shown in the Survey of Current Business published by the Bureau of Economic Analysis of the U.S. Department of Commerce.

2. P is the total linear feet of perimeter of all campus buildings including academic, office, service, administration, etc.

3. L is the total number of acres of lawns and regularly maintained areas (malls, flowerbeds, parking lots, sidewalks, streets, etc.). Exclude all buildings, street areas, and areas covered under Organized Activities (i.e. college farms).

4. E is the Fall Semester 1979 Headcount Enrollment.

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* See Table 7 for definition.

## TABLE 7

## OPERATION AND MAINTENANCE OF PLANT

## DEFINITIONS

I. Physical Plant General Services - Salaries, wages, supplies, travel, equipment, and other operating expenses to carry out the duties of physical plant administration, planning, and general services. Examples of the activities included are:

1. Administration - Salaries, wages, travel, equipment, and other operating costs required to administer one or more functional units of the Physical Plant.

2. Planning - Salaries, wages, travel, equipment, and other costs required to prepare architectural and engineering plans and specifications, for the expansion, renovation, and rehabilitation of physical plant facilities, excluding fees for new construction.

3. Other General Services, including -

   (a) Acquisition and repair of general classroom and laboratory furniture. Does not include office furniture.

   (b) Central receiving and store of supplies and equipment.

   (c) Safety, including fire, occupational, radiation, health, and sanitation safety.

   (d) Garbage and trash disposal.

   (e) Hauling, moving and storing.

   (f) Property Insurance.

   (g) Truck and Automobile expense in general service of institution.

II. Building Maintenance - Costs, including salaries, wages, supplies, materials, equipment, services, and other expenses, necessary to keep each building in good appearance and usable condition and prevent the building from deteriorating once it has been placed in first class condition for that type and age of building. Does not include Auxiliary Enterprise buildings. Building Maintenance includes minor repairs and alterations, costs of materials, hire of personnel, and other necessary expenses for the repair and/or painting of the following: roofs, exterior walls, foundations, flooring, ceilings, partitions, doors, windows, plaster, structural ironworks, screens, window shades, venetian blinds, plumbing, heating and air-conditioning equipment within or a part of the building, electric wiring, light fixtures (including the replacement of lamps), washing of all outside window surfaces, built-in shelving and other related items.

TABLE 7
(Continued)

III. Custodial Servcies - Costs including salaries, wages, supplies, materials, equipment, services, and other expenses necessary to keep the buildings in a clean and sanitary condition. Does not include Auxuliary Enterprise buildings. These services include care of the floors, stairways and landings, and restrooms; cleaning chalkboards, inside of windows, walls, and room furniture and fixtures; assigned dusting, removal of waste paper and refuse and other related duties.

Common operations include: Mopping, sweeping, waxing, renovating of floors (sanding and refinishing of floors are excluded); dusting, polishing of furniture and fixtures such as venitian blinds, partitions, pictures, maps, radiators, etc.; cleaning of chalkboards, chalk trays, erasers, and replacement of chalk; washing and dusting of walls, cleaning and disinfecting commodes and urinals, cleaning and washing other fixtures, walls and partitions, and replinishing supplies for restrooms; and emptying and cleaning of waste receptacles, and dusting and cleaning of windows, and other glass surfaces; sweeping and cleaning of entrances, and opening and/or closing of buildings, doors, and windows.

IV. Grounds Maintenance - Costs including salaries, wages, supplies, materials, equipment, services, and other expenses relating to the upkeep of all lands designated as campus proper (improved and unimproved) not occupied by actual buildings, including any court, patio, and/or inner garden or court enclosed by buildings. Grounds Maintenance begins after the site improvements are complete.

Phases of Grounds Maintenance are:

1. Land Improvements
    (a) Permanent - Lawns, trees, shrubs, etc.

    (b) Seasonal - Flowers, bulbs, etc.

2. Circulation Systems

    (a) Vehicular - Streets and roads - improved and unimproved; parking areas - improved and unimproved; traffic controls - signal lights, signs, and barriers.

    (b) Pedestrian - Walks and paths - improved and unimproved.

3. Other Activities

    (a) Campus lighting

    (b) Irrigation Systems

    (c) Non-structural improvements - Walls, fences, fountains, campus furniture, others.

    (d) Ancillary enterprises - Nursery, Greenhouse - areas for special academic study.

### TABLE 7
(Continued)

V. Utilities - All costs of purchase, manufacture and delivery of utility services, including: electricity, steam heat, water (hot, cold or chilled), sanitary sewers, and gas for heating, cooling and lighting. Does not include costs of utilities for Auxiliary Enterprises.

# APPENDIX E

## CHE TASK FORCE ON FACILITIES

## REPORT OF TASK FORCE SUB-COMMITTEE TO DEVELOP AN ANALYSIS OF PAST CAPITAL EXPENDITURES FOR EACH EDUCATIONAL INSTITUTION

1968-1978

South Carolina Commission on Higher Education
Columbia

## CHE TASK FORCE ON FACILITIES

## January 2, 1979 Report of Resources Subcommittee

I. Attached as exhibits are the following:

1. A summary of Capital Improvement Bond (CIB) authorizations made during the 1968-78 period for eight colleges and universities (Citadel; Clemson, excluding PSA; College of Charleston; Francis Marion; Lander; S. C. State; USC; and Winthrop); for Technical and Comprehensive Education and for the Medical University is presented on pages 1(a), 1(b), and 1(c).

   Page 1(a) shows that $168,077,621 of CIB funds were authorized for the eight institutions other than TEC and MUSC in the 1968-78 period. This amount represents 29.4% of all CIB funds authorized for all agencies in this period (excluding "departmental" bonds of the Departments of Mental Health and Mental Retardation).

   Authorizations for the eight institutions, on an annual basis in this period, represented from zero percent of the CIB authorizations for all agencies (in 1969 and 1976) to 94.4% in 1971 and 56.6% in 1972.

   Technical Education and Medical University authorizations plus those for the eight institutions represent 37.1% of all authorizations for all agencies.

   Total CIB authorizations for the eight institutions individually ranged from a low of $3,479,150 for Winthrop (2.1% of eight institution total) to $56,088,758 for all campuses of USC (33.4% of the eight institution total).

   Using 1978-79 FTE estimates as a basis, CIB authorizations per FTE for the 1968-78 period have been:

| Institution | 1978-79 FTE (Est.) | CIB Per FTE |
|---|---:|---:|
| The Citadel | 2,824 | $2,436 |
| Clemson (less PSA) | 10,832 | 2,740 |
| College of Charleston | 4,157 | 6,847 |
| Francis Marion College | 1,961 | 9,637 |
| Lander College | 1,450 | 8,166 |
| S. C. State College | 3,330 | 3,828 |
| USC (all campuses) | 26,209 | 2,140 |
| Winthrop College | 3,754 | 927 |
| Total | 54,517 | $3,083 |

   A listing of the purposes for which CIB funds have been authorized and the amounts is presented for each institution in pages 1(d) through 1(s).

2. A listing of State Institution (Tuition) Bonds issued during the period is presented. A total of $62,225,000 of these bonds have been issued for colleges and universities (including MUSC). In addition, $3.5 million have been issued for Trident Technical College.

3. A summary of Institutional (Revenue) Bonds is included. Of the $64,744,700 of these bonds listed, $27,516,700 are Student and Faculty Housing Revenue Bonds.

4. Appropriations for facilities from surplus State funds and from revenue sharing funds are listed by agency and purpose.

5. A summary of funding for permanent improvements at post-secondary education institutions is presented. This summary is by agency and funding sources.

II. We have not yet attempted to project what Capital Improvement Bond funds may be authorized for higher education over the next ten years. While a series of assumptions could be made to provide a basis for such projections, we have serious misgivings about taking this sort of mechanical approach to the task.

Moreover, we see no indication that either the General Assembly or the Budget and Control Board is inclined toward a fixed capital funding arrangement for higher education or for any other state function. To the contrary, we believe the emphasis is in the opposite direction, i.e., toward a program and needs basis.

Therefore, we suggest that, instead of attempting to project the availability of capital funds for higher education on any sort of mechanical basis, the Task Force identify and recommend priorities among categories of facility needs at higher education institutions.

Rep. Marion P. Carnell, Chairman
William A. McInnis

Revised 1/3/79 and 3/8/79

Page 1(a) **CAPITAL IMPROVEMENT BOND AUTHORIZATIONS***

| | | 1968 - 1970 | 1971 | 1972 | 1973 | 1974 | 1975 | 1976 | 1977 | 1978 | Total<br>1968 - 1978 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | The Citadel | -0- | -0- | 3,000,000 | -0- | 2,137,140.00 | -0- | -0- | -0- | 1,712,950<br>28,800# | 6,850,090.00<br>28,800.00# |
| 2. | Clemson University (less PSA) | 13,452,000<br>(57,000)<br>1,378,588** | -0- | 2,675,000<br>(428,000) | -0- | 6,590,000.00 | -0- | -0- | 250,000<br>(250,000) | 9,234,215<br>(4,994,215)<br>1,833,220# | 32,201,215.00<br>(5,729,215.00)<br>3,211,808.00 |
| 3. | College of Charleston | -0- | 5,785,000 | 5,182,200 | 5,250,000.00 | 3,857,600.00 | 825,000 | -0- | 836,400 | 6,200,000<br>525,000# | 27,936,200.00<br>525,000.00# |
| 4. | Francis Marion College | 4,645,500 | 4,350,000 | 3,125,000 | 3,105,000.00 | 680,000.00 | -0- | -0- | 125,000 | 2,865,000<br>2,000# | 18,895,500.00<br>2,000.00# |
| 5. | Lander College | -0- | -0- | -0- | 2,567,000.00 | 3,218,000.00 | 250,000 | -0- | 125,000 | 4,997,500<br>683,345# | 11,157,500.00<br>683,345.00# |
| 6. | S. C. State College | 8,300,000 | -0- | 1,360,000 | 300,000.00 | 1,100,000.00 | 50,000 | -0- | 300,000 | 90,000<br>1,247,470# | 11,500,000.00<br>1,247,470.00# |
| 7. | U.S.C. (all campuses) | 20,947,500<br>1,470,493** | -0- | 2,800,000 | -0- | 15,550,000.00 | 4,500,000 | -0- | 61,500 | 10,480,000<br>279,265# | 54,339,000.00<br>1,749,758.00 |
| 8. | Winthrop College | 712,500 | -0- | -0- | 400,000.00 | 640,000.00 | -0- | -0- | -0- | 269,750<br>1,456,900# | 2,022,250.00<br>1,456,900.00# |
| | Subtotal (1 - 8) | 50,849,581 | 10,135,000 | 17,714,200 | 11,622,000.00 | 33,772,740.00 | 5,625,000 | -0- | 1,447,900 | 36,911,200 | 168,077,621.00 |
| 9. | Technical & Comp. Ed. | 3,954,000 | 80,500 | -0- | 4,616,360.30 | 750,000.00 | 1,875,000 | -0- | -0- | 1,976,640 | 13,252,500.30 |
| 10. | Medical University | 9,961,500<br>537,648** | -0- | 500,000 | 7,553,837.00 | 5,000,000.00 | -0- | -0- | 2,400,000 | 3,900,000<br>624,000# | 29,315,337.00<br>1,161,648.00 |
| | Subtotal (9 - 10) | 14,453,148 | 80,500 | 500,000 | 12,170,197.30 | 5,750,000.00 | 1,875,000 | -0- | 2,400,000 | 6,500,640 | 43,729,485.30 |
| | Total, Post-secondary Education | 65,302,729 | 10,215,500 | 18,214,200 | 23,792,197.30 | 39,522,740.00 | 7,500,000 | -0- | 3,847,900 | 43,411,840 | 211,807,106.30 |
| | *TOTAL, ALL AGENCIES | 173,340,944 | 10,740,500 | 31,298,200 | 72,349,280.30 | 80,489,732.50 | 36,051,064 | 187,454 | 13,831,757 | 152,211,031 | 570,499,962.80 |

## Page 1(b). CAPITAL IMPROVEMENT BOND AUTHORIZATIONS

## 1968 - 1978

| | Total | % of Subtotal (A) | | % of Subtotal (B) | | % of Total, All Agencies | |
|---|---|---|---|---|---|---|---|
| | | Without Allocation For Handicapped | With Allocation For Handicapped | Without Allocation For Handicapped | With Allocation For Handicapped | Without Allocation For Handicapped | With Allocation For Handicapped |
| 1. The Citadel | 6,850,090.00 | 4.2 | | 3.3 | | 1.2 | |
| | 28,800.00# | | 4.1 | | 3.3 | | 1.2 |
| 2. Clemson University (less PSA) | 27,850,588.00** | 17.2 | | 13.6 | | 4.9 | |
| | 1,833,220.00# | | 17.7 | | 14.0 | | 5.2 |
| 3. College of Charleston | 27,936,200.00 | 17.3 | | 13.6 | | 4.9 | |
| | 525,000.00# | | 16.9 | | 13.4 | | 5.0 |
| 4. Francis Marion College | 18,895,500.00 | 11.7 | | 9.2 | | 3.3 | |
| | 2,000.00# | | 11.2 | | 8.9 | | 3.3 |
| 5. Lander College | 11,157,500.00 | 6.9 | | 5.4 | | 2.0 | |
| | 683,345.00# | | 7.0 | | 5.6 | | 2.1 |
| 6. S. C. State College | 11,500,000.00 | 7.1 | | 5.6 | | 2.0 | |
| | 1,247,470.00# | | 7.6 | | 6.0 | | 2.2 |
| 7. USC (all campuses) | 55,809,493.00** | 34.4 | | 27.2 | | 9.8 | |
| | 279,265.00# | | 33.4 | | 26.5 | | 9.8 |
| 8. Winthrop College | 2,022,250.00 | 1.2 | | 1.0 | | 0.4 | |
| | 1,456,900.00# | | 2.1 | | 1.6 | | 0.6 |
| Subtotal A (1-8) | 162,021,621.00 | 100.0 | | | | | |
| | 6,056,000.00# | | 100.0 | | | | |
| 9. Tech. & Comp. Education | 13,252,500.30 | | | 6.5 | | 2.3 | |
| | | | | | 6.3 | | 2.3 |
| 10. Medical University | 29,852,985.00** | | | 14.6 | | 5.2 | |
| | 624,000.00# | | | | 14.4 | | 5.4 |
| Subtotal B (1-10) | 205,127,106.30 | | | 100.0 | | 36.0 | |
| | 6,680,000.00# | | | | 100.0 | | 37.1 |
| Total, All Agencies | 570,499,962.80 | | | | | | |

Page 1(c)

## CAPITAL IMPROVEMENT BOND AUTHORIZATIONS *

| | 1968-70 | 1971 | 1972 | 1973 | 1974 | 1975 | 1976 | 1977 | 1978 | Total 1968-1978 |
|---|---|---|---|---|---|---|---|---|---|---|
| A. Colleges and Universities (1-8) as percent of all agencies | 29.3 | 94.4 | 56.6 | 16.1 | 42.0 | 15.6 | 0.00 | 10.5 | 24.3## | 29.5## |
| B. Colleges and Universities (1 - 8) plus Technical Education and Medical University (9 - 10) as percent of all agencies | 37.7 | 95.1 | 58.2 | 32.9 | 49.1 | 20.8 | 0.00 | 27.8 | 28.5## | 37.1## |

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* Authorizations for Departments of Mental Health and Mental Retardation to be repaid from Departmental revenues are excluded.

** Includes State Notes refunded in 1968.

# Authorized to Budget and Control Board for renovation of facilities at institutions of higher learning to provide access for the handicapped. Agency amounts are tentative allocations.

## Includes the $6,680,000 authorized to the Budget and Control Board for renovations at institutions of higher learning to provide access for handicapped.

CAPITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: THE CITADEL
(Agency)

| | Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|---|
| 1. | Act 1555 of 1972: | 3,000,000 | | Physical Education Facilities |
| | Total, Act 1555 of 1972 | 3,000,000 | 3,000,000 | |
| 2. | Act 1294 of 1974: | 1,537,140 | | Additions and Renovations |
| | | 600,000 | | Deas Hall (Physical Education) |
| | Total, Act 1294 of 1974 | 2,137,140 | 5,137,140 | |
| 3. | Act 646 of 1978: | 300,000 | | Coward Hall Renovation |
| | | 37,950 | | McAlister Field House Improvements - Planning |
| | | 1,375,000 | | Utilities Building Addition - Construction and Equipment |
| | Total, Act 646 of 1978 | 1,712,950 | 6,850,090 | |

APITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: CLEMSON UNIVERSITY
(Agency)

| | Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|---|
| 1. | Act 1272 of 1970: | 5,700,000 | | To Construct and Equip a Student Union Building |
| | | 1,995,000 | | To Construct and Equip a Schoolof Architectural (sic) Buildin |
| | | 3,325,000 | | To Construct and Equip an Agricultural Sciences, Administration and Forestry Facilities Building |
| | | 2,375,000 | | To Construct and Equip a Biological Sciences Building |
| | | 57,000 | | To Construct and Equip a Bull Testing Facility |
| | Total, Act 1272 of 1970 | 13,452,000 | 13,452,000 | (Note: Amounts reflect 5% reduction per proviso on Act page 2699 of 1970 Acts and Joint Resolutions) |
| 2. | Act 1555 of 1972: | 800,000 | | Dairy Science Research Center |
| | | 1,377,000 | | Renovation and Addition to Agricultural Engineering Building |
| | | 125,000 | | Swine Testing Station |
| | | 153,000 | | Relocation of Poultry Research Facilities |
| | | 150,000 | | Small Animal Research Facilities |
| | | 70,000 | | Flammable Chemical Storage Facility |
| | Total, Act 1555 of 1972 | 2,675,000 | 16,127,000 | |
| 3. | Act 1294 of 1974: | 2,100,000 | | Biological Sciences Building |
| | | 1,100,000 | | Renovation & Addition of Agriculture & Engineering Building |
| | | 700,000 | | Dairy Science Research Center |
| | | 740,000 | | Expansion and Improvement - Utilities System |
| | | 450,000 | | Expansion Phases 2 and 3 Library |
| | | 500,000 | | Camp for Handicapped |
| | | 1,000,000 | | Renovation - Sirrine Hall |
| | Total, Act 1294 of 1974 | 6,590,000 | 22,717,000 | |
| 4. | Act 249 of 1977: | 250,000 | | Pee Dee Experiment Station - Planning |
| | Total, Act 249 of 1977 | 250,000 | 22,967,000 | |

CAPITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: CLEMSON UNIVERSITY
(Agency)

| | Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|---|
| 5. | Act 646 of 1978 | 4,489,215 | | Pee Dee Research and Educational Center - Construction and Equipment |
| | | 505,000 | | Soil Test, Plant Analysis and Nematode Assay Laboratory |
| | | 240,000 | | Recreation and Outdoor Education Research Laboratory |
| | Total, Act 646 of 1978 | 5,234,215 | 28,201,215 | |
| 6. | Act 632 of 1978 | 4,000,000 | | Computer Equipment |
| | Total, Act 632 of 1978 | 4,000,000 | 32,201,215 | |

APITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: COLLEGE OF CHARLESTON
(Agency)

| Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|
| 1. Act 410 of 1971: | 1,700,000 | | Central Energy Facility |
| | 2,450,000 | | Science Center |
| | 1,635,000 | | Classroom Facility |
| Total, Act 410 of 1971 | 5,785,000 | 5,785,000 | |
| 2. Act 1555 of 1972: | 950,000 | | Renovation of Administration Building and Old Library |
| | 915,000 | | Purchase of Property |
| | 1,965,000 | | Student Services Center |
| | 400,000 | | Utilities System |
| | 952,200 | | To Supplement Authorizations in Act 410 of the 1971 Acts |
| Total, Act 1555 of 1972 | 5,182,200 | 10,967,200 | |
| 3. Act 354 of 1973: | 2,464,000 | | Education Center |
| | 1,240,000 | | Library Addition |
| | 717,000 | | Marine Biology Laboratory Expansion |
| | 735,000 | | Purchase of Property |
| | 1,026,000 | | To Supplement Bond Funds Authorized in General Appropriation Acts for 1971-72 (Act 410) and 1972-73 (Act 1555) |
| | 300,000 | | Faculty and Administrative Facilities |
| Total, Act 354 of 1973 | 6,482,000 | 17,449,200 | |
| Amended by Act 646 of 1978 (reduction) | (1,232,000) | As Information | Education Center |
| 4. Act 1294 of 1974: | 2,900,000 | | Fine Arts Center - First Increment |
| *(270,000) | 350,000 | | Central Maintenance and Warehouse Facility |
| *(600,000) | 750,000 | | Central Energy Facility - Phase II |
| *(100,000) | 300,000 | | Outdoor Activities Facility - First Increment |
| | 600,000 | | Faculty and Administrative Facilities |
| | 60,000 | | Botanical Greenhouse |
| | 300,000 | | Renovation of Craig Union and Men's Dormitory |
| | 200,000 | | Utilities, Fire, Lighting and Security Systems |
| | 175,000 | | Marine Biology Laboratory - Supplement |
| Total, Act 1294 of 1974 | 5,635,000 | 23,084,200 | |

*Act 237 of 1975 amendment revised amounts to these figures and added the following purposes:**

CAPITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: COLLEGE OF CHARLESTON
(Agency)

| | Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|---|
| | | ** 18,000 | | Campus Development - Phase II |
| | | ** 62,000 | | Student Service Center |
| | | ** 200,000 | | Administration Building |
| | | ** 150,000 | | Marine Laboratory |
| | Amended by Act 646 of 1978 (reduction) | (1,400,150) | As Information | Fine Arts Center - First Increment |
| | | ( 90,000) | As Information | Center Energy Facility - Phase II |
| | | ( 100,000) | As Information | Outdoor Activities Facility - First Increment |
| | | ( 27,600) | As Information | Botanical Greenhouse |
| | | ( 159,650) | As Information | Renovation of Craig Union and Men's Dormitory |
| 5. | Act 225 of 1975: | 825,000 | | Construction of Facilities |
| | Total, Act 225 of 1975 | 825,000 | 23,909,200 | |
| 6. | Act 249 of 1977: | 836,400 | | Educational Equipment |
| | Total, Act 249 of 1977 | 836,400 | 24,745,600 | |
| 7. | Act 646 of 1978: | | | |
| | Section 1 (reductions) | | (3,009,400) | |
| | Section 2 - additions | 750,000 | | Education Center - Construction and Equipment Supplement |
| | | 4,280,000 | | Physical Education Building - Construction and Equipment |
| | | 770,000 | | Central Energy Facility and Utilities Expansion |
| | | 400,000 | | Outdoor Activities Facility, Increment 2 |
| | Total, Act 646 of 1978 | 6,200,000 | 27,936,200 | |

APITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: FRANCIS MARION COLLEGE
(Agency)

| | Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|---|
| 1. | Act 1272 of 1970: | 1,377,500 | | To construct and equip a Library |
| | | 1,377,500 | | To construct and equip a Science Building |
| | | 1,805,000 | | To provide water, sewer and other utilities |
| | | 85,500 | | To acquire additional land for its campus |
| | Total, Act 1272 of 1970 | 4,645,500 | 4,645,500 | (Note: Amount reflects 5% reduction per proviso on Act page 2699 of 1970 Acts & Joint Resolutions) |
| 2. | Act 410 of 1971: | 2,200,000 | | Physical Education Facilities |
| | | 1,250,000 | | Student Center |
| | | 300,000 | | Renovation of Stokes Hall |
| | | 100,000 | | Land Acquisition |
| | | 500,000 | | Campus Development Plan |
| | Total, Act 410 of 1971 | 4,350,000 | 8,995,500 | |
| 3. | Act 1555 of 1972: | 230,000 | | Land Acquisition |
| | | 160,000 | | Physical Education Facilities |
| | | 2,036,000 | | Classroom-Faculty Office Building |
| | | 364,000 | | Property Development |
| | | 335,000 | | To Supplement Authorizations in Act 410 of the 1971 Acts |
| | Total, Act 1555 of 1972 | 3,125,000 | 12,120,500 | |
| 4. | Act 354 of 1973: | 130,000 | | Warehouse Facility |
| | | 2,550,000 | | Media Learning Center |
| | | 425,000 | | Campus Development |
| | Total, Act 354 of 1973 | 3,105,000 | 15,225,500 | |
| 5. | Act 1294 of 1974: | 255,000 | | Learning Center |
| | | 270,000 | | Rogers Library - Convert Second Floor to Library Use |
| | | 155,000 | | Campus Development |
| | Total, Act 1294 of 1974 | 680,000 | 15,905,500 | |
| 6. | Act 249 of 1977: | 125,000 | | Fine Arts Building - Planning |
| | Total, Act 249 of 1977 | 125,000 | 16,030,500 | |
| 7. | Act 646 of 1978: | 2,865,000 | | Art, Drama, Music, Speech Building - Construction and Equipment |
| | Total, Act 646 of 1978 | 2,865,000 | 18,895,500 | |

CAPITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: LANDER COLLEGE
(Agency)

| Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|
| 1. Act 354 of 1973: | 1,900,000 | | Library Building |
| | 400,000 | | Central Energy Facility |
| | 120,000 | | Parking Facilities |
| | 280,000 | | Renovation of Existing Buildings (Act 1306 of 1974 amended purpose to provide for "New Office Building and Maintenance Building") |
| Total, Act 354 of 1973 | 2,700,000 | 2,700,000 | |
| Amended by Act 646 of 1978 (reduction) | (133,000) | As Information | Central Energy Facility |
| 2. Act 1294 of 1974: | 2,600,000 | | Student and Administration Center |
| | 618,000 | | Library Supplement |
| Total, Act 1294 of 1974 | 3,218,000 | 5,918,000 | |
| 3. Act 225 of 1975: | 765,000 | | Construction of Facilities and Land Acquisition |
| Total, Act 225 of 1975 | 765,000 | 6,683,000 | |
| Amended by Act 646 of 1978 (reduction) | (515,000) | As Information | Construction of Facilities and Land Acquisition |
| 4. Act 249 of 1977: | 125,000 | | Learning Center - Planning |
| Total, Act 249 of 1977 | 125,000 | 6,808,000 | |
| 5. Act 646 of 1978: | | | |
| Section 1 (reduction) | | (648,000) | |
| Section 2 - additions: | 4,380,000 | | Learning Center I - Construction and Equipment |
| | 517,500 | | Renovations or Replacement |
| | 100,000 | | Outdoor Athletic Facilities |
| Total, Act 646 of 1978 | 4,997,500 | 11,157,500 | |

APITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: STATE COLLEGE
(Agency)

| Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|
| 1. Act 1377 of 1968: | 3,065,000 | | Construction of Academic and Administrative Facilities |
| | 250,000 | | Acquisition of Land |
| | 185,000 | | Repairs to Existing Facilities |
| | 1,000,000 | | Retirement of Outstanding Student and Faculty Revenue Bonds |
| Total, Act 1377 of 1968 | 4,500,000 | 4,500,000 | |
| 2. Act 1272 of 1970: | 2,433,333 | | To Construct and Equip an Academic and Auditorium Facility |
| | 683,333 | | To Construct and Equip an Additional Men's Dormitory |
| | 683,334 | | To Construct and Equip an Additional Women's Dormitory |
| Total, Act 1272 of 1970 | 3,800,000 | 8,300,000 | (Note: Amounts reflect 5% reduction per proviso on Act page 2699 of 1970 Acts & Joint Resolutions) |
| 3. Act 1555 of 1972: | 930,000 | | Replace Male Dormitory |
| | 430,000 | | Utilities System Building (Act 1294 of 1974 eliminated this purpose.) |
| Total, Act 1555 of 1972 | 1,360,000 | 9,660,000 | |
| 4. Act 354 of 1973: | 300,000 | | Construction and Equipment, Planetarium |
| Total, Act 354 of 1973 | 300,000 | 9,960,000 | |
| 5. Act 1294 of 1974: | 350,000 | | Fine Arts Building |
| | 750,000 | | Renovation of Existing Buildings (Act 237 of 1975 amended purpose to read "Construction or Acquisition of Dormitories and Equipment") |
| Total, Act 1294 of 1974 | 1,100,000 | 11,060,000 | |
| 6. Act 225 of 1975: | 50,000 | | Office Building |
| Total, Act 225 of 1975 | 50,000 | 11,110,000 | |
| 7. Act 249 of 1977: | 300,000 | | Boiler Replacement |
| Total, Act 249 of 1977 | 300,000 | 11,410,000 | |
| 8. Act 646 of 1978: | 90,000 | | Physical Plant Facilities Complex - Planning |
| Total, Act 646 of 1978 | 90,000 | 11,500,000 | |

CAPITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: UNIVERSITY OF SOUTH CAROLINA
(Agency)

| | Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|---|
| 1. | Act 1272 of 1970: | 8,740,000 | | To Construct and Equip a New Library Building |
| | | 760,000 | | To Construct and Equip a School of Nursing Building |
| | | 5,605,000 | | To Construct and Equip a Law School Building |
| | | 4,132,500 | | To Construct and Equip a Business Administration Building |
| | | 1,710,000 | | To Purchase the Federal Building on West Side of Sumter St. and Other Buildings and Land on the Streets Adjoining or Near the Campus (Act 1296 of 1974 added words after "...Sumte St.") |
| | Total, Act 1272 of 1970 | 20,947,500 | 20,947,500 | (NOTE: Amounts reflect 5% reduction per proviso on Act page 2699 of 1970 Acts & Joint Resolutions) |
| 2. | Act 1555 of 1972: | 2,800,000 | | Renovation of Dormitories |
| | Total, Act 1555 of 1972 | 2,800,000 | 23,747,500 | |
| 3. | Act 1294 of 1974: | 1,400,000 | | Renovation of Classrooms |
| | | 2,000,000 | | Coastal Branch - Library and Classrooms |
| | | 250,000 | | Coastal Branch - Campus Development |
| | | 2,000,000 | | Spartanburg Branch - Library and Classrooms |
| | | 1,900,000 | | Aiken Branch - Multi-purpose Building |
| | Total, Act 1294 of 1974 | 7,550,000 | 31,297,500 | |
| 4. | Act 1295 of 1974: | 3,000,000 | | Acquisition of land for auditorium and Modifications of Utility Systems |
| | | 5,000,000 | | Social Sciences Building Construction and Equipment |
| | Total, Act 1295 of 1974 | 8,000,000 | 39,297,500 | |
| 5. | Act 225 of 1975: | 1,500,000 | | Construction of Facilities - Spartanburg Regional Campus |
| | | 1,500,000 | | Construction of Facilities - Aiken Regional Campus |
| | | 1,500,000 | | Construction of Facilities - Coastal Regional Campus |
| | Total, Act 225 of 1975 | 4,500,000 | 43,797,500 | |
| 6. | Act 249 of 1977: | 24,000 | | Aiken Regional Campus - Campus Development - Planning |
| | | 10,000 | | Spartanburg Regional Campus - Hodge Center Addition-Planning |
| | | 27,500 | | Spartanburg Regional Campus - Campus Development - Lighting and Security |
| | Total, Act 249 of 1977 | 61,500 | 43,859,000 | |

APITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: UNIVERSITY OF SOUTH CAROLINA
(Agency)

| Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|
| 7. Act 646 of 1978: | 850,000 | | Aiken - Auxiliary Service Center and Campus Development |
| | 370,000 | | Aiken - Adaptation of General Purpose Building |
| | 2,100,000 | | Coastal - Science and Mathematics Building, Construction and Equipment |
| | 5,810,000 | | Columbia - Computer Center Building, Construction and Equipment |
| | 1,000,000 | | Spartanburg - Hodge Physical Education Center Addition, Construction and Equipment |
| | 350,000 | | Spartanburg - Campus Development and Renovation |
| Total, Act 646 of 1978 | 10,480,000 | 54,339,000 | |

CAPITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: WINTHROP COLLEGE
(Agency)

| Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|
| 1. Act 1272 of 1970: | 712,500 | | Construct and Equip a Business Administration Building |
| Total, Act 1272 of 1970 | 712,500 | 712,500 | (NOTE: Amount reflects 5% reduction per proviso on Act page 2699 of 1970 Acts and Joint Resolutions) |
| 2. Act 354 of 1973: | 400,000 | | Construction of Swimming Pool |
| Total, Act 354 of 1973 | 400,000 | 1,112,500 | |
| 3. Act 1294 of 1974: | 90,000 | | Outside Physical Education Areas |
| | 550,000 | | Renovation |
| Total, Act 1294 of 1974 | 640,000 | 1,752,500 | |
| 4. Act 646 of 1978: | 119,750 | | Replacement of Primary Water Lines |
| | 150,000 | | Planning for Athletic Facilities Presently Estimated to Cost $5,000,000 |
| Total, Act 646 of 1978 | 269,750 | 2,022,250 | |

APITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: MEDICAL UNIVERSITY
(Agency)

| Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|
| 1. Act 1377 of 1968: | 6,000,000 | | For the Sums Which Otherwise Would Be Raised Through the Issuance of Notes Pursuant to Act No. 1095 of 1964 as Amended |
| Total, Act 1377 of 1968 | 6,000,000 | 6,000,000 | |
| 2. Act 1272 of 1970: | 1,710,000 | | To Construct a Multi-story Parking Facility |
| | 1,681,500 | | To Construct and Equip a Clinical Science Building |
| | 95,000 | | To Relocate Animal Research Facility |
| | 475,000 | | To Add Rehabilitation Wing to Hospital |
| Total, Act 1272 of 1970 | 3,961,500 | 9,961,500 | (Note: Amount reflects 5% reduction per proviso on Act page 2699 of 1970 Acts and Joint Resolutions) |
| 3. Act 1555 of 1972: | 500,000 | | Construction of Eye Clinic |
| Total, Act 1555 of 1972 | 500,000 | 10,461,500 | |
| 4. Act 354 of 1973: | 13,441,000 | | Education Facilities |
| Total, Act 354 of 1973 | 13,441,000 | 23,902,500 | |
| Amended by Act 646 of 1978 (reduction) | (5,887,163) | As Information | Education Facilities |
| 5. Act 1294 of 1974: | 5,000,000 | | Renovation and Equipment (Act 237 of 1975 reduced amount for this purpose to $2,732,840 and added $2,267,160 for "Addition to Administration-Library Building and Clinical Science Building".) |
| Total, Act 1294 of 1974 | 5,000,000 | 28,902,500 | |
| 6. Act 249 of 1977: | 1,000,000 | | Hospital Renovations |
| | 600,000 | | Family Residency Training Program Facility - Florence |
| | 250,000 | | Quadrangle Renovation |
| | 350,000 | | Hospital East Wing - Planning |
| Total, Act 249 of 1977 | 2,200,000 | 31,102,500 | |
| Amended by Act 632 of 1978 - addition | 200,000 | 31,302,500 | Family Residency Training Program Facility - Florence |

CAPITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: MEDICAL UNIVERSITY
(Agency)

| Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|
| 7. Act 646 of 1978: | | | |
| Section 1 (reduction) | (5,887,163) | (5,887,163) | Education Facilities |
| Section 2 - additions | 1,200,000 | | Hospital - East Wing Addition, Architectural and Engineering Services |
| | 2,000,000 | | Hospital Renovation |
| | 700,000 | | Quadrangle Renovation |
| Total, Act 646 of 1978 | 3,900,000 | 29,315,337 | |

APITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: TECHNICAL AND COMPREHENSIVE EDUCATION
(Agency)

| Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|
| 1. Act 349 of 1969: | 300,000 | | For Construction of a Dormitory at Denmark Area Trade School |
| Total, Act 349 of 1969 | 300,000 | 300,000 | |
| 2. Act 452 of 1969: | 500,000 | | For Acquisition of Property for the Area Trade School in Beaufort County |
| Total, Act 452 of 1969 | 500,000 | 800,000 | |
| 3. Act 1272 of 1970: | 950,000 | | To Construct and Equip the Beaufort Area Trade School in Beaufort County |
| | 1,425,000 | | For Technical Education Centers under Jurisdiction of the Technical Education Department |
| | 665,000 | | Denmark Area Trade School for Improvements |
| | 114,000 | | Columbia Area Trade School for Improvements |
| Total, Act 1272 of 1970 | 3,154,000 | 3,954,000 | (Note: Amount reflects 5% reduction per proviso on Act page 2699 of 1970 Acts and Joint Resolutions) |
| 4. Act 410 of 1971: | 80,500 | | Purchase of Land for York County Technical Education Center |
| Total, Act 410 of 1971 | 80,500 | 4,034,500 | |
| 5. Act 354 of 1973: | 3,148,000 | | Equipment for Technical Education Centers |
| | 4,750,000 | | Facilities Expansion - Regional and Manpower Centers |
| Total, Act 354 of 1973 | 7,898,000 | 11,932,500 | |
| Amended by Act 646 of 1978 (reduction) | (1,976,639.70) | As Information | Equipment for Technical Education Centers |
| | (1,305,000) | As Information | Facilities Expansion Regional and Manpower Centers |
| 6. Act 1294 of 1974: | 750,000 | | Equipment |
| Total, Act 1294 of 1974 | 750,000 | 12,682,500 | |
| 7. Act 225 of 1975: | 1,125,000 | | Construction of Facilities - Greenville TEC |
| | 750,000 | | Construction of Facilities - Piedmont TEC |
| Total, Act 225 of 1975 | 1,875,000 | 14,557,500 | |

CAPITAL IMPROVEMENT BOND FUNDS AUTHORIZED FOR: TECHNICAL AND COMPREHENSIVE EDUCATION
(Agency)

| | Funds Authorized By (Act Number/Year) | Amount Authorized By This Act | Cumulative Amount Authorized | Purposes |
|---|---|---|---|---|
| 8. | Act 646 of 1978 | | | |
| | Section 1 (reduction) | | (3,281,639.70) | |
| | Section 2 - additions | 1,976,640 | | Equipment |
| | Total, Act 646 of 1978 | 1,976,640 | 13,252,500.30 | |

## Page 2. STATE INSTITUTION (TUITION) BONDS ISSUED
## 1/1/68 through 12/31/78

| Institution | Issue Year | Amount Issue | Amount Total |
|---|---|---|---|
| The Citadel | 1971 | $1,065,000 | |
| | 1977 | 2,600,000 | |
| | * 1978 | 1,015,000 | |
| Total | | | $ 4,680,000 |
| Clemson University | 1971 | 3,000,000 | |
| | 1973 | 2,500,000 | |
| | 1977 | 3,300,000 | |
| | * 1978 | 7,000,000 | |
| Total | | | 15,800,000 |
| Medical University | 1971 | 800,000 | |
| | 1973 | 3,050,000 | |
| | 1977 | 3,850,000 | |
| | * 1978 | 1,000,000 | |
| Total | | | 8,700,000 |
| State College | 1971 | 1,650,000 | 1,650,000 |
| University of South Carolina | 1968 | 1,470,000 | |
| | 1971 | 6,250,000 | |
| | 1973 | 6,950,000 | |
| | 1977 | 5,200,000 | |
| | * 1978 | 9,700,000 | |
| Total | | | 29,570,000 |
| Winthrop College | 1971 | 900,000 | |
| | 1977 | 925,000 | |
| Total | | | 1,825,000 |
| Subtotal, Colleges and Universities | | | 62,225,000 |
| Trident Technical College | * 1978 | 3,500,000 | 3,500,000 |
| Total, Post Secondary Education | | | $65,725,000 |
| Bonds Now Authorized But Not Issued | | | -0- |

*Approved 12/78; to be issued 2/79.

# Page 3. INSTITUTIONAL (REVENUE) BONDS AND NOTES ISSUED

## 1/1/68 through 12/31/78

| Type and Institution | Issue Year | Amount<br>Issue | <br>Total |
|---|---|---|---|
| A. Student and Faculty Housing | | | |
| 1. Clemson University | 1970 | $3,800,000 | |
| | 1972 | 1,100,000 | |
| Total | | | $ 4,900,000 |
| 2. College of Charleston | 1970 | 160,000 | |
| | 1972 | 1,100,000 | |
| | 1975 | 1,800,000 | |
| | 1978 | 1,190,700 | |
| Total | | | 4,250,700 |
| 3. Lander College | 1976 | 1,800,000 | 1,800,000 |
| 4. State College | 1972 | 2,000,000 | 2,000,000 |
| 5. University of South Carolina | 1969 | 3,000,000 | |
| | 1971 | 766,000 | |
| | 1971 | 265,000 | |
| | 1971 | 1,335,000 | |
| | 1971 | 850,000 | |
| | 1971 | 2,600,000 | |
| | 1973 | 3,000,000 | |
| | 1975 | 2,750,000 | |
| Total | | | 14,566,000 |
| TOTAL, ALL INSTITUTIONS (S&FH) | | | $27,516,700 |
| B. Other Institutional (Revenue) Bonds and Notes | | | |
| 1. Citadel (Plant Improvement) | 1978 | 500,000 | 500,000 |
| 2. Clemson University (Computer) | 1977 | 2,100,000 | |
| *(Plant Improvement) | 1978 | 2,450,000 | |
| (Stadium Improvement) | 1978 | 4,250,000 | 8,800,000 |
| 3. College of Charleston (Library) | 1971 | 900,000 | |
| (Facilities) | 1977 | 3,300,000 | 4,200,000 |
| 4. University of South Carolina | | | |
| (Plant Improvement) | 1968 | 2,745,000 | |
| | 1968 | 1,133,000 | |
| (Stadium) | 1971 | 5,000,000 | |
| | 1972 | 1,900,000 | |
| (Parking) | 1975 | 2,700,000 | |
| | 1976 | 5,500,000 | 18,978,000 |
| 5. Medical University (Plant Improvement) | 1976 | 4,750,000 | 4,750,000 |
| TOTAL, ALL INSTITUTIONS (OTHER) | | | $37,228,000 |
| C. Grand Total, All Institutions, All Types of Institutional Bonds | | | $64,744,700 |

*Approved 1978; actual issue 1979.

## Page 4. APPROPRIATIONS OF SURPLUS AND REVENUE SHARING FUNDS
## (Act 354 of 1973)

| | | |
|---|---|---|
| A. SURPLUS: | | |
| CLEMSON - Physical Plant Repairs & Renovation | | $ 790,000.00 |
| STATE COLLEGE - Dormitories | 700,000 | |
| - Learning Resources Center | 375,000 | |
| - Renovations & Improvements | 300,000 | |
| - Purchase of Property | 275,000 | |
| | | 1,650,000.00 |
| LANDER - Planning Library Facilities & Expansion | | 125,000.00 |
| TECHNICAL AND COMPREHENSIVE EDUCATION - Firemen's Training Facility | | 250,000.00 |
| *TOTAL, SURPLUS | | $2,815,000.00 |
| B. REVENUE SHARING: | | |
| UNIVERSITY OF SOUTH CAROLINA - Construction & Equipment - New Auditorium | | 8,400,000.00 |
| Subsequent reduction | | (5,084,718.00) |
| CLEMSON - Construction & Equipment - Continuing Education Facility | | 6,000,000.00 |
| Subsequent reduction | | (5,971,573.68) |
| CITADEL - Replacement of Central Boiler | | 633,044.00 |
| *TOTAL, REVENUE SHARING (NET) | | $3,976,752.32 |
| C. SURPLUS AND REVENUE SHARING, TOTAL | | $6,791,752.32 |

*Does not include appropriations totalling $4,054,988 to MUSC for the Statewide Family Practice Program.

## Page 5. SUMMARY OF FUNDING FOR PERMANENT IMPROVEMENTS AT POST SECONDARY EDUCATION INSTITUTIONS
## 1968 - 1978

| | | *1. Capital Improvement Bonds | 2. Institution (Tuition) Bonds | **3. Institutional (Revenue) Bonds | 4. Surplus and Revenue Sharing | Total | Percent of Total |
|---|---|---|---|---|---|---|---|
| 1. | The Citadel | 6,878,890 | 4,680,000 | 500,000 | 633,044 | 12,691,934 | 3.6 |
| 2. | Clemson University (less PSA) | 29,683,808 | 15,800,000 | 13,700,000 | 818,426 | 60,002,234 | 17.2 |
| 3. | College of Charleston | 28,461,200 | -0- | 8,450,700 | -0- | 36,911,900 | 10.6 |
| 4. | Francis Marion College | 18,897,500 | -0- | -0- | -0- | 18,897,500 | 5.4 |
| 5. | Lander College | 11,840,845 | -0- | 1,800,000 | 125,000 | 13,765,845 | 3.9 |
| 6. | S. C. State College | 12,747,470 | 1,650,000 | 2,000,000 | 1,650,000 | 18,047,470 | 5.2 |
| 7. | University of South Carolina (all campuses) | 56,088,758 | 29,570,000 | 33,544,000 | 3,315,282 | 122,518,040 | 35.1 |
| 8. | Winthrop College | 3,479,150 | 1,825,000 | -0- | -0- | 5,304,150 | 1.5 |
| 9. | Technical & Comp. Education | 13,252,500 | 3,500,000 | -0- | 250,000 | 17,002,500 | 4.9 |
| #10. | Medical University | 30,476,985 | 8,700,000 | 4,750,000 | -0-# | 43,926,985 | 12.6 |
| | Total | 211,807,106* | 65,725,000 | 64,744,700** | 6,791,752 | 349,068,558 | |
| | Percent of Total | 60.7 | 18.8 | 18.5 | 2.0 | | 100.0 |

* Includes $6,680,000 authorized for Budget and Control Board for renovation of facilities at institutions of higher learning to provide access for handicapped. Also included are the following which represent State Notes which were refunded by Capital Improvement Bonds in 1968: Clemson, $1,378,588; University of South Carolina, $1,470,493; and Medical University, $537,648.

** Includes $27,516,700 of Student and Faculty Housing Revenue Bonds and $37,228,000 of Plant Improvement, Stadium, Parking and other types of bonds.

# $4,054,988 appropriated in 1973 for the Statewide Family Practice Program not included.

# APPENDIX F

## BUILDING QUALITY EVALUATION PROCEDURES

### A. Objective

The primary objective of the building quality evaluation is to assist post-secondary educational institutions in meeting a federal requirement to report condition of space in physical facilities. This requirement, a part of the Federal Higher Education General Information (HEGIS) Inventory of College and University Physical Facilities, requires that all space on campus be categorized as to condition as follows:

1. Satisfactory: Suitable for continued use with normal maintenance.
2. Remodeling-A: Requires restoration to present acceptable standards without major room-use changes, alterations of modernization. The estimated cost is not greater than 25 percent of the estimated replacement cost of the building.
3. Remodeling-B: Requires major updating and/or modernization of the building. The approximate cost is greater than 25 percent but not more than 50 percent of the estimated replacement cost of the building.
4. Remodeling-C: Requires major remodeling of the building. The approximate cost is greater than 50 percent of the replacement cost of the building.
5. Demolition: Should be demolished or abandoned because the building is unsafe or structurally unsound, irrespective of the need for the space or the availability of funds for a replacement.
6. Termination: Planned termination or relinquishment of occupancy of the building for reasons other than unsafeness or structural unsoundness such as abandoning temporary units, vacating leased space, or disposing as surplus to needs.

The building quality evaluation procedures provide for the evaluation of individual facilities, the aggregated results of which will meet the requirements of the HEGIS report. In addition, the reports on individual facilities can provide the basis for the institution to determine priorities for renovation among facilities.

### B. General Procedures

The physical condition of a facility is estimated by inspection of the following building components and systems and assignment of points based on comparison with corresponding components and systems in a new or "satisfactory" facility.

| | |
|---|---|
| 1. PRIMARY STRUCTURE | Subtotal of points-----57 |
| Foundation | (17) |
| Walls | (15) |
| Floors | (17) |
| Roof | ( 8) |
| 2. SECONDARY STRUCTURE | Subtotal of points-----12 |
| Ceilings | ( 3) |
| Interior Walls and Partitions | ( 5) |
| Windows and Doors | ( 4) |
| 3. BUILDING SERVICE | Subtotal of points-----31 |
| Heating | ( 4) |
| Cooling | (11) |
| Plumbing | ( 6) |
| Electrical | (10) |
| Total points for the facility------------------------------------ | 100 |

The evaluator assigns a point value to the total facility based on his best judgment of the condition of each of the subsystems with 100 indicating no deficiencies and 0 indicating that replacement is required. The following is used as a correlation between the total score and the facility condition categories:

| Total Points | Condition Categories |
|---|---|
| 90-100 | Satisfactory |
| 69-31 | Remodeling-A |
| 41-68 | Remodeling-B |
| Under 41 | Remodeling-C or Demolition |

As a part of the procedure each facility is evaluated for safety and access by the handicapped. If the evaluation indicates need for renovation to provide essential safety or access, the evaluator may adjust the condition category to reflect significant additional cost.

Each facility is evaluated for function based upon its current use. If a facility cannot meet any space requirements of the institution, it is classified for Demolition or Termination regardless of the physical condition evaluation.

Each facility scheduled for Demolition or Termination is then evaluated for historical, traditional or other intangible considerations which would justify retention. If a facility must be retained regardless of poor physical condition, it will be classified at least as high as Remodeling-C.

# APPENDIX G

## SUBMISSION OF PERMANENT IMPROVEMENT PLANS and FUNDING PROJECTS

**SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION**
RUTLEDGE BUILDING
1429 SENATE STREET
COLUMBIA, S. C. 29201

HOWARD R. BOOZER
EXECUTIVE DIRECTOR

TELEPHONE
803/758-2407

May 7, 1979

MEMORANDUM

TO:

FROM: Howard R. Boozer

SUBJECT: Submission of Permanent Improvement Plans and Funding Projects

### Purpose

The purpose of this memorandum is to prescribe the manner in which permanent improvement plans and funding requests are submitted to the Commission on Higher Education for review and transmittal to the Budget and Control Board. It supercedes my memorandum of September 21, 1977, Subject: Procedures for Requesting Approval of Permanent Improvements, and includes these major changes:

1. A new format for submission to the Commission which will normally meet the requirements of the Budget and Control Board.
2. Provisions for including in the five-year plan sufficient information for the Commission and the Budget and Control Board to take action, eliminating the requirement for a separate submission for action items.
3. An emphasis on submitting projects for approval once a year, while provision is made for exceptions.
4. A requirement that institutions submit the required forms by July 1, to provide adequate time to visit institutions and formulate recommendations to the Commission in November.

This memorandum and its enclosures were approved by the Commission on May 3, 1979.

### Schedule

By July 1 of each year, each public postsecondary educational institution will submit to the Commission a five-year plan for permanent improvements in the format described below. The technical education institutions will submit plans through the State Board for Technical and Comprehensive Education which will establish priorities among those institutions. The regional campuses of the University of South Carolina will submit plans through the Columbia Campus which will establish priorities among all projects within the University system.

By July 1 the Commission's Committee on Facilities will organize one or more review teams to evaluate the plans. Each team will include a member of the Commission's Committee on Facilities who will be the team leader; one member of the Commission's staff; a staff member from a public institution selected by the Committee; and one staff member from an independent institution selected by the Committee. When the team reviews the plans of an institution, a representative of that institution will join the team; the Committee may add other persons. The Chairman, Committee on Facilities, will ensure that review teams are appropriately oriented prior to undertaking their responsibilities.

In July, August and September, the review teams will visit the campuses of the institutions to which they have been assigned, unless clearly not required. The task will be to investigate the permanent improvement plan of the institution and submit recommendations on the projects included in the first year.

Each team will submit a written report to the Commission's Committee on Facilities by October 1. The Committee will then prepare a report to the Commission to include recommended priorities among all projects, to be presented to the Commission in early November.

While this schedule provides for an annual cycle, if the provisions of Act No. 237, 1975 requiring biennial submissions are fully implemented, the Commission's schedule will be changed to a biennial cycle.

It is emphasized that the first year of the annual submission should include all permanent improvements for which approval is requested regardless of the source of funds, eliminating the need for any other submission during the year. If other submissions are required, however, the Commission will consider requests at the regularly scheduled meetings in February, May, August and November. All such requests must reach the Commission office at least sixty days prior to the scheduled meeting and include an explanation for the exception. Further, when circumstances justify an exception to the above procedures, the president may submit a letter explaining the exceptional circumstances. Such an exception cannot be considered unless the request reaches the Commission's office at least two weeks prior to the Commission's meeting and unless funds for the project are assured.

## Forms

All requests for approval of projects will be submitted on Form A-1, and when more than one project is submitted, Form A will accompany the Forms A-1. Copies of these forms are attached and should be reproduced by the institution.

By July 1 of each year, each institution will submit a forecast of all capital improvement projects considered essential during the five-year period beginning July 1 of the year following submission. A Form A-1 will be completed for each project in the five-year forecast. However, use of the form is not intended to limit the submission of relevant information, particularly for the projects in the early years of the five-year plan. Institutions are encouraged to supplement the completed forms with any appropriate documentation.

It is recognized that precise details of projects in the latter years of the five-year plan may not be available. The institution's best current estimates are important for general planning purposes and should be presented except that responses to Form A-1, items 3B, 9 and 10B are not required for projects included in years three through five.

For the five-year plan, a Form A will be completed for each year of the plan.

HRB/eb

Enclosures

cc: Members, Commission on Higher Education
William T. Putnam

INDIVIDUAL PROJECT PROPOSAL - FORM A-1
PERMANENT IMPROVEMENT PROJECT PROPOSED FOR FISCAL YEAR BEGINNING JULY 1, 19___

1. INSTITUTION: CONTACT PERSON:
PHONE: DATE FORM COMPLETED:

2. PROJECT NAME:

3. PROJECT PRIORITY
A. This project is priority #___ among the ___ projects proposed for approval this year.
B. Month funds needed: For A&E costs ___/___; For construction and other costs ___/___.

4. THE PURPOSE OF THIS PROJECT IS TO:

5. THIS PROJECT CONSISTS OF:

6. THIS PROJECT WILL ADDRESS THE FOLLOWING SPECIFIC NEEDS:

7. AS AN ALTERNATIVE, THE NEEDS DESCRIBED IN #6 COULD ALSO BE ADDRESSED BY:

8. IMPACT OF PROJECT UPON INSTITUTION PROGRAM(S) AND BUDGET(S):
A. IF PROJECT IS NOT APPROVED:

B. IF PROJECT IS APPROVED (SPECIFY ADDITIONAL ANNUAL OPERATING COSTS ASSOCIATED):

9. STATUS OF PROJECT PLANS:
A. A&E PLANS ARE: (1) ___ completed; (3) ___ underway (est. completion date ______);
(2) ___ not started; (4) ___ not required.

B. If any required A&E work is not underway, what are the estimated (1) costs of A&E planning (through design development phase)? $____________; and (2) number of months required to complete A&E planning? ____________

10. ESTIMATED PROJECT COSTS AND PROPOSED SOURCES OF FUNDS:
A. TOTAL ESTIMATED COST OF PROJECT. . . . . . . . . . . . . . . .$____________
B. THE TOTAL ESTIMATED COST OF PROJECT INCLUDES THE FOLLOWING:
(1) Land Purchase. . . .$____________ (5) Renovation. . . . . . . . .$____________
(2) Site & Grading . . .$____________ (6) A&E Fees. . . . . . . . . .$____________
(3) Basic Equipment. . .$____________ (7) Contingencies . . . . . . .$____________
(4) Construction . . . .$____________ (8) All Other,(____________________)
(______ SF @ $________) ____________________ $____________

C. PROPOSED SOURCE(S) OF FUNDS:

| | ALTERNATE #1 | ALTERNATE #2 |
|---|---|---|
| (1) Capital Improvement Bond Funds | $__________ | $__________ |
| (2) Institution (Tuition) Bond Funds | __________ | __________ |
| (3) Other Bond Funds (____________________) specify type | __________ | __________ |
| (4) Other: ____________________ | __________ | __________ |
| TOTAL (Same as 10A) | $__________ | $__________ |

INSTITUTION: ______________________________ FORM A-1 #____ of ____.

INSTITUTION SUMMARY - FORM A (Summary of A-1 Forms Submitted)
PERMANENT IMPROVEMENT PROJECTS PROPOSED FOR FISCAL YEAR BEGINNING JULY 1, 19___

Institution: ______________________________

Contact Person: ______________________________ Phone: __________

| PRIORITY # | PROJECT NAME | ESTIMATED COST | PROPOSED SOURCES OF FUNDS (Alternate #1) | |
|---|---|---|---|---|
| | | | Source(s) | Amount |
| 1 | | $ | | $<br>$<br>$<br>$ |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| TOTAL (Enter only once - here or at bottom of any additional FORM A sheets required.) | | $______ | | $<br>$<br>$<br>$<br>$<br>$ |

INSTITUTION: ______________________________ FORM A # _____ of _____.

# APPENDIX H

## POLICY AND PROCEDURES CONCERNING NEW PROGRAMS*

### POLICY

1. "New Programs" requiring Commission approval shall be defined as:

   a. Offerings at any campus or other location leading to the establishment of any degree level, in any field, not previously offered; including but not limited to diplomas and certificates; and associate, baccalaureate, professional, masters, or doctoral degrees. Diploma and certificate programs at technical colleges or education centers not leading to the associate or other recognized degree are exempted.

   b. Offerings at any campus or other location, at any degree level, leading to the establishment of a new major, or a new option, specialization, concentration or postgraduate residency within a currently authorized field, where any such major, option, specialization, concentration or residency is to be publicized in any manner.

   c. Creation at any campus or other location of any Center, Bureau, Institute, or any other budgetary or administrative unit (except an academic department, school, or college), for the purposes of carrying out research, public service activities, or instruction, or any combination of the above.

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*Revised 11/79.

2. The Commission does not require approval of the creation of new academic departments, schools or colleges within existing institutions, unless such administrative change has program implications, but requests institutions to notify the Commission promptly of such changes as may be affected.

3. Changes of program titles, without any change in objectives, purposes, or curricula, normally are not to be regarded as new programs, but such contemplated changes shall be discussed with the Commission staff prior to implementation and the Commission staff shall be notified promptly in writing as such changes may be effected.

4. Deletion of any program, or of any academic school, department or college, does not require prior Commission approval, but prompt notification of such changes shall be made to the Commission staff in writing.

5. No proposed new program may be publicized in the catalog of any institution or in any other written material prior to approval of the program by the Commission.

6. The Committee on Academic Programs will establish and maintain procedures designed to implement this policy.

## PROCEDURES

1. It is essential for Commission staff to have the opportunity to consult with an institution early in its consideration and planning of new programs. This is particularly important in determining whether new activities proposed may, or may not, require Commission approval; and in assisting institutional staff in drafting proposals acceptable for consideration by the Commission.

2. The Commission's standing Committee on Academic Programs is responsible for, among other things, reviewing new programs from the various institutions, and for making its recommendations as to each such proposal to the Commission for final action. The Committee will consider program proposals at quarterly meetings, to be held regularly during the first month of each quarter, i.e., July, October, January, and April. Exceptions to this procedure may be made by the Committee, in the case of justifiable emergencies.

3. No formal proposals will be considered by the Committee on Academic Programs unless the institution has previously submitted a Letter of Intent, signed by the Chief Executive Officer of the institution or system, to the Executive Director of the Commission on Higher Education.

The purpose of a Letter of Intent is to give advance notice to the Commission staff, and to the Committee on Academic Programs, of an institution's intent, at the time of writing, to propose a new program. Each Letter of Intent should be addressed only to one proposed program. A Letter of Intent should be limited to one page, describing the proposed program briefly but clearly, giving the title and a short description of the purpose of the proposed program, with an explanation of its relevance to the role and scope of the proposing institution, and the proposed implementation date.

Letters of Intent are not binding on the part of the institution in the sense that subsequent investigation by the institution may result in a change (e.g., in proposed starting date) or even cancellation of such plans. Such letters are also not binding in the sense that acknowledgement of receipt does not constitute implied approval of the subsequent proposal on the part of either the Commission staff or the Committee on Academic Programs. Since Letters of Intent are not binding, they may be submitted to the Commission prior to final internal approvals which may be necessary at the proposing institution.

A Letter of Intent may be submitted at any time but no later than 120 days prior to review of the formal program proposal by the Committee on Academic Programs. Exceptions to this requirement may be made in justifiable emergencies by the Committee.

4. The Committee, or the Commission, may seek advice and comments concerning any proposed program from disinterested parties, such as consultants or advisory groups, as the Committee may consider appropriate. In addition , there is established, advisory to the Committee, an Ad-

visory Committee on Academic Programs, to consist of the following persons ex officio:

a. a member of the Commission staff, designated by the Executive Director, who shall serve as Chairman;

b. the chief academic officer of each of the state-supported colleges and universities (the chief academic officer at the University of South Carolina shall represent not only the main campus but all of the University's branches); and

c. the Associate Executive Director for Instruction of the State Board for Technical and Comprehensive Education.

Program proposals, except those related to health and medical education, will be referred by the Commission staff to this Advisory Committee for advice and comment. The Advisory Committee will meet on the call of its Chairman, regular meetings to be held normally during the last month of each quarter, i.e., June, September, December, and March. A majority of the members of the Advisory Committee will constitute a quorum at any meeting. No vote shall be recorded in Advisory Committee meetings on the question of specific programs, its role in such cases being advisory only. Other appropriate questions in addition to those relative to specific proposals for new programs may be referred to the Advisory Committee for advice or action by the Chairman or by the Committee on Academic Programs.

Program proposals related to health and medical education will be referred to the Committee on Health and Medical Education and may be referred by the Committee to the Health Education Authority for advice and comment. After appropriate review, the Committee on Health and Medical Education will provide advice, comment and recommendations on such programs to the Committee on Academic Programs for its consideration.

5. The Committee on Academic Programs, in considering proposals submitted by an institution, will invite the chief academic officer of that institution, or his designee, to appear before it in order to respond to any questions the Committee or staff may have concerning the proposal. Notice of such invitation will be made to the chief academic officer by the staff. The staff will prepare for the Committee, with a copy to the chief academic officer of the institution, in advance of its meetings, a written analysis and evaluation of proposals which are to be considered.

6. The chairman of the Committee on Academic Programs, or his designee, shall submit Committee findings and recommendations, to the Commission at the appropriate time on each proposal submitted. It will continue to be the prerogative of the presidents of institutions submitting, or otherwise affected by, proposals to attend Commission meetings at which such proposals are being considered. If invited to do so by the presiding officer, any president may speak on such programs.

7. The Executive Director shall notify the chief executive officer of the institution or system promptly regarding such formal action the Commission may take on proposals.

8. An institution wishing to appeal any formal action on programs by the Commission may do so, provided a written notice of appeal stating the reason(s) therefor is submitted to the Executive Director by the President or chief executive officer of the institution within 30 days after receipt of formal notice of the Commission's action. All such appeals will be referred to the Committee which shall undertake any further study or such other action as may appear to it to be appropriate under the circumstances.

9. Proposals for new programs must be submitted in 25 copies. They should be addressed to the Executive Director of the Commission, and transmitted with a cover letter signed by the chief executive officer of the institution or system. Proposals from institutions under the aegis of the State Board for Technical Education shall be processed through and have the approval of the SBTCE prior to submission to the Commission.

10. Proposals should provide at least the following information, presented in this format:

    a. Classification

        (1) Academic area or field of study; academic or budgetary unit(s) involved.

        (2) Designation, type and level of degree or certificate, if pertinent.

        (3) Proposed date of implementation.

        (4) Suggested coding of program in USOE *Taxonomy of Instructional Programs in Higher Education*.

b. Justification

(1) A description of the purposes and objectives of the program.

(2) A description of the way in which the proposed program is consistent with the role and scope of the institution, and of the relationship of the proposed program to existing programs within the institution.

(3) A discussion of similarities or differences between the proposed program and those with like objectives offered at other institutions. For graduate programs, the discussion should not be limited to like programs within the state.

(4) A summary of anticipated employment opportunities for graduates, or of demand for services, of the program, quantified to the extent feasible and possible, and covering a reasonable period in the future.

c. Curriculum

(1) The provision of a sample curriculum for all undergraduate programs and for those graduate programs which will utilize either core or required courses or both.

(2) The furnishing of catalog-type descriptions of any new courses which it may be necessary to add to the institution's catalog within at least the first three years of operation of the proposed program.

(3) If the proposed program is subject to state, regional or national program accreditation, the identification of the agency involved, a probable timetable for approval, and a brief explanation of the accreditation process.

(4) If graduates of the proposed program are subject to licensure or certification by any state, regional or national agency, a brief description of this process, including a summary of the requirements for such licensure or certification and an explanation of features of the proposed program that will assist students in meeting these requirements.

d. Students

(1) The identification of the student population to be served, or the pool(s) from which prospective applicants are expected to be drawn, including an explanation of the basis, and sources, of all assumptions.

(2) Description of enrollment forecasts, by means of a Table showing the estimated enrollment, by level, for at least the first three years of operation. This Table must show the estimated enrollment by headcount, full-time and full-time equivalent categories. For all three categories, the figures in the Table should indicate whether and to what extent these students, by year, are expected to be new enrollees attracted to the institution by virtue of the program. The rationale for all estimates must be explained.

e. Faculty

(1) The provision of a Table showing, for at least the first three years, the numbers of faculty and administrators by rank to be utilized in the program. New faculty required and currently-employed faculty (or administrators) are to be enumerated separately in this Table. The numbers in

the Table should be given in full-time equivalents and the institutional definition of that term cited.

(2) In the case of currently-employed faculty (or administrators), an explanation in detail of how the proposed change in assignment is to be accomplished and of whether or not such changes may require the employment of additional people to assume the current duties of these.

(3) A statement of the academic qualifications of present faculty as they relate to the proposed program, and a description of the academic qualifications of any new faculty being requested as a result of the proposed program.

(4) If applicable, a statement of the institutional plan for faculty development as it may relate to the proposed program, including released time for research, consulting, conferences, and workshops.

f. Physical Plant and Equipment

(1) An explanation of whether or to what extent the existing physical plant will be adequate to provide space for the program, for at least the first three years. If additional physical plant requirements will be induced, for any foreseeable period, or if substantial modification of existing facilties will be required, explain how these are to be financed.

(2) The identification of major equipment items which may be needed for at least the first three years. Normal acquisitions of commonly-used items for instruction and research may be excluded.

g. Library Resources

(1) A comparison of the institution's current holdings in the subject field with a standard guideline appropriate to the program proposed.

(2) A quantitative estimate of the additional holdings, if any, needed to meet the guideline, and an explanation of how these additions will be made (i.e., by "normal" or "special" acquisition programs).

h. Criteria of Evaluation

(1) Specific criteria by which the institution believes the performance and quality of the program should be judged by the Commission, and the time frame which should apply to any such proposed review.

i. Estimated Additional Cost

(1) The preparation of a Table showing the estimated additional or incremental cost to the institution if the program is implemented as proposed. This Table should be in the form shown below, suitably altered by circumstances of the proposal.

(2) An explanation of any financial support which is in hand or reasonably anticipated from any source for the first three years, other than state appropriations or student fees. Indication of how the proposed program would be funded upon expiration of such support.

j. Institutional Approval

Citation of the names, and dates, of approval of the program by internal institutional committees or councils and by the institutional governing board where applicable; together with provisions or stipulations which have not been accommodated.

## Sample Table for Presentation of Cost Estimate

### Estimated Additional Cost

| Item | 19XX-19XX | 19XX-19XX | 19XX-19XX |
|---|---|---|---|
| Salaries | | | |
| Administrators (No.) | | | |
| Faculty (No.) | | | |
| Clerical (No.) | | | |
| Other (No.) | | | |
| Equipment and Supplies | | | |
| Travel, Telephone, etc. | | | |
| Library | | | |
| Physical Plant and Major Equipment | | | |
| Other (specify) | | | |
| TOTAL | | | |

## APPENDIX I

# FACULTY WORKLOAD SURVEY AT STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION

(A report prepared by Keith E. Davis, former Provost, and Donna R. Pretty, Assistant Provost, of University of South Carolina)

This is a report on faculty workloads at the state-supported institutions of higher education in South Carolina. The collection of these data was approved by the Council of Presidents of the state-supported institutions, and the data collection was supervised at each institution by the Chief Academic Officer. The staff of the South Carolina Commission on Higher Education participated constructively in the planning of the data collection and paid for the printing of the survey and for the analysis of the data.

The purpose of the survey was to determine just how faculty members spend their professional time. It is often difficult for laymen and public officials to understand how faculty members use their time in doing their jobs. In an atmosphere of growing concern over the efficiency of tax-supported government services, it seemed important both to college and university officials and to the SCCHE to provide up-to-date information.

It may be helpful to place the recent concern in South Carolina in the broader context of the history of research on faculty workloads and of the research inquiries in other states.

For more than 50 years there has been a systematic concern with faculty workloads. Originally the concern arose on the part of those institutional officials responsible for assigning specific faculty duties. As higher education became more diverse, taking in professional education in medicine, law, business, engineering, and many other fields, and as the specific tasks grew more varied (including, for example, clinical supervision and practical experience in performing responsibilities relevant to the profession), it quickly became apparent that single formulas or rules of thumb for the assignment of faculty work were going to be hard to come by. This fact has been expressed as follows in one source: "Teaching duties vary tremendously from institution to institution and from individual to individual within a given institution . . . The factors involved in determining total faculty load are so numerous and so varied as almost to preclude precise determination by any mechanical method." (Quoted in Faculty Activity Survey, Maryland Council for Higher Education, p. 3). Where formulas or mechanical methods have been imposed on diverse institutions, such as the case in Florida, many observers consider that the administrative time involved in the creation and supervision of the formula more than offsets any increase in faculty productivity brought about by the formula. Indeed, most experienced academic vice presidents or deans of faculty know the limitations of rigid formulas even within single institutions. The differences between instruction in music (which must provide for some one-to-one instruction as well as ensemble performances, plus the materials on history, theory or appreciation which can be taught in typical classroom setting) and instruction in history or nursing are so dramatic that equity in the assignment of faculty loads requires judgment in the assessment of the various factors to be considered.

Academic administrators are typically interested in getting the best mix possible of instructional quality, efficiency in resource allocation, and equity in assignments. The American Association of University Professors (AAUP) recommends a teaching load of 6-9 classroom hours per week at the graduate level and 9-12 hours per week at the undergraduate level. These norms have had pervasive influence nationally. They tend to serve as the benchmarks around which individual variations are developed and justified.

During the 1970's, several states or state systems have undertaken surveys of faculty workloads. Among these are Hawaii, Kansas, Florida, Iowa, Arizona, and Tennessee. Yuber (1974) in a comprehensive survey of the faculty workload issue found that the average work week during the academic year was 55 hours. He notes also that the more recent studies have found average work weeks in the upper 50's or around 60 hours per week. A 1974 survey of all state-supported institutions in Maryland found an average of 62.1 hours devoted to professional work. A 1970 survey of the University of Washington (Thompson, 1971) found a 58.3 average weekly workload with a range such that 95% of the faculty reported working between 37 and 80 hours per week.

Questions about the accuracy of these various studies have been raised, which we shall return to after reviewing the data from South Carolina institutions, but it remains clear that nationally the typical faculty member appears to put in a very substantial amount of time during the academic year (late August through May). Studies of summer-session workloads are quite rare, and because only a limited portion of the faculty are typically employed during summer months on state salary, we do not deal with that period in this study.

The questionnaire employed in this survey was a modified version of the Faculty Activity Analysis form developed by the National Center for Higher Education Management Systems (see Appendix A). The modifications made were quite limited and were designed to fit the instrument to the needs of South Carolina colleges and universities.

The survey was administered to all full-time faculty members at the rank of instructor or above and to all professional librarians. The survey form was distributed to these faculty members with a cover letter from the

President of each institution soliciting their cooperation in the research. Although faculty members were required to give their names, they were assured that the information obtained through the survey would be used for research or descriptive purposes only and that no performance evaluations or administrative action would be taken based on their responses. The forms were circulated in October, 1977. Forms were distributed and collected by each institution.

In presenting the results of this survey, it seems desirable to start with the average work week and then to break that total down into its components. In that way we can answer the question how much time do South Carolina faculty spend at their professional work and exactly what time do they allocate to their various duties.

Table 1 contains the information on total work week by faculty rank and Table 2 presents the data by institution. South Carolina faculty report spending an average of 60.34 hours per week in professional activities. There is little variation by faculty rank, but assistant, associate and full professors report somewhat more time spent in their work than instructors. The range of variation in faculty work week is somewhat broader, between 55.40 to 68.82 hours per week. Both the low and the high figure come from campuses of the USC system, Salkehatchie and Union respectively. The variations in average workload from campus to campus are not related systematically to size of school, type of mission, degree levels or any other obvious factor. Thus the reported work week of South Carolina faculty is quite similar to that of faculty in other states. The next question is how is faculty time apportioned among major activities--teaching, research and service.

Table 3 shows that instruction (defined as classroom teaching, preparation for class, unscheduled teaching and advising) occupied by far the largest single block of most faculty members' time. More than 35 hours per week were devoted to instructional activities by the average South Carolina faculty member. The range by institution was between 25 and 42+ hours per week. The lower hours devoted to instruction were by faculty at Clemson. MUSC, and USC Columbia, and even on these campuses, instruction was still the primary faculty activity. On each of these campuses faculty members have significant commitments to research and public service activities associated with institutional missions. Because the other state-supported institutions have their fundamental missions defined more strictly in terms of instruction, it is quite reasonable to find a greater proportion of faculty time devoted to instruction on these campuses.

The other major areas of faculty activity are research, scholarship, and creative work (Section B on the questionnaire); internal service activities such as student service activities, committee work, and administrative duties (Section C); and external service activities such as non-credit continuing education, extension and consulting activities by the various bureaus, and public lectures or services (Section D). On the average, the amount of faculty time devoted to these activities is 14.31 hours (for research), 8.72 hours (for internal service), and 1.58 hours (for public service).

With respect to academic work, we found that instructors and assistant professors spend more time on instructional activities than associate or full professors (Table 4), and that the higher ranks spend more time in research and internal service than their junior colleagues do. Instructors and Assistant Professors probably spend somewhat more time in instructional activities both because they tend to have heavier assigned loads and because they need to do more preparation of new course materials.

And at most institutions access to internal service is related to seniority with most committee assignments going to faculty members who have established themselves.

Table 5 presents institutional variations in research, scholarship, etc. These data generally conform to expectations related to institutional mission. Clemson, MUSC and USC-Columbia faculty spend more time on this cluster than smaller institutions. But one may get some idea about faculty and institution aspirations by noting the very significant time per week devoted to research, scholarship, and professional performance by almost all institutions. Except for two, two-year campuses of USC, no faculty group reports less than an average of 8½ hours per week devoted to this activity. This is quite encouraging, for it speaks to the intention of the vast majority of faculty to remain current in their specialties and to add to the store of human knowledge and its appreciation through their own personal efforts.

Section A of the questionnaire was designed to allow a more refined analysis of faculty time in the instructional area. In Section A.1, one may examine formal contact hours (column g), other student contacts (column h--office hours, informal discussion), and preparation and administration (column i). Sections A.2, 3 and 4 deal with unscheduled teaching, academic advising, and course and curriculum development.

Table 6 contains a summary of these data. One finds that the average South Carolina faculty member spends 10.37 hours in formal classroom contact, 29.16 hours in work directly related to the specific course assignments, and another 6.57 hours in unscheduled teaching, advising of students on academic matters, and the development of new course materials (other than those currently being taught). Institutions vary somewhat in formal class contact. The range is from 8.17 at MUSC to 14.05 at USC Beaufort. Generally, those institutions (MUSC, USC-Columbia) with significant graduate and research missions have lower contact hours. At most four-year institutions, the formal expectation is that faculty have a 12-credit hour load (4 courses) unless they are involved in significant graduate instruction or other assigned duties, in which case the formal class load may be 9 credit hours (3 courses). Often one or more of these classes is a large one. Two-year institutions generally had work loads in excess of the 12-hour norm.

Perhaps it is worth noting that the formal or classroom contact hours per week for South Carolina faculty are in the same range as that found in Maryland (Maryland Council for Higher Education, 1974). Their community college faculty had an average of 14.0 per week in classroom contact, state college faculty had 11.9 hours, and the University of Maryland had 8.2 hours per week. The South Carolina faculty not only devoted about the same amount of their time to professional activities as other faculties (around 55 to 60 hours per week), but they also are engaged in the classroom to a very similar degree (8 to 14 hours per week).

## Discussion

In dealing with the significance of these findings on the activities of South Carolina faculty, it is extremely important to be reminded of what the data do not tell us. While we know how faculty have been spending their time, this information is not at all relevant to such questions as:

1) How effective have the faculty been in teaching students?

2) How significant have the research and scholarly contributions of South Carolina faculty been?

3) How much have the teaching, research, and public service efforts of South Carolina faculty contributed to the state's economic growth and

ability both to attract and to develop its own new industries?

4) Of what value to the lives of its citizens has the widespread availability of good theatre, music, and literature been?

A comprehensive assessment of faculty activity would have to deal with these topics too, but it is reassuring to find that South Carolina faculty members appear to handle their jobs in the same general ways as faculty in other states. They are first and foremost teachers and spend, on the average, 35 or more hours per week in the classroom and in closely related work. Research and public service also play an important role in the lives of most faculty, and together they take up almost 16 hours a week of faculty time. The remaining 8 to 9 hours a week are devoted to internal service (administration, committee work, student services).

Finally, it may be worth making a point about the potential limits on the validity of these data. When a layman learns that a faculty member spends only 8 to 14 hours a week in front of a class but reports that he devotes 60 hours a week (or more) to his teaching and related duties, many are inclined to be skeptical. It is all too easy to think how one could live an easy life of 25 to 30 hours per week of work if one had duties like that. Short of following a faculty person around for a few weeks, one has no foolproof method of checking up on self-reports of time spent. And such steps would guarantee accurate data only for those studied and only for the period of study.

Variations on questionnaire or interview studies have involved time samples (writing down what one is doing at specified intervals) and keeping a systematic diary. While it is clear that such procedures help to improve the accuracy of reports in individual cases, there is little evidence that group data such as those in the present study show any systematic bias toward under - or over-estimates of working time.

At most of the institutions in South Carolina, spot checks were made of individual forms to determine their accuracy with other information available to the individual's immediate academic supervisor. These checks revealed very little misreporting. (All claims of work weeks in excess of 100 hours were removed from the analysis. No low reports were removed.) Thus it is plausible to take these reports at face value as indicating faculty work-loads in South Carolina.

## Postscript

We may reasonably ask why do faculty put in so much time at their work? Any theory in response to this question will be speculative, for there has been no comprehensive attempt to answer the question. First, it is worthy of note that the limited data on other professions (medical doctors, lawyers) or on business executives find work sheets in the 50 to 60 hour range rather than in the 40 hour per week range (de Grazia, 1962). Some features of the academic life may help to understand the considerations which generate a higher than average work week. One central fact of life is that it is seldom clear when one has done enough. With respect to the accomplishments of one's students, it is always tempting to hope for more and better accomplishments. Furthermore, one is often making new discoveries, through one's own research or reading about others' work, so that what is being taught is in a state of flux. Even in basic or introductory courses, material covered in 1977 was often advanced knowledge or unknown in 1957. And in nonscientific areas changes in perspective and re-evaluations of previous ways of organizing knowledge often lead to similar changes in the curriculum.

It is likewise in the areas of scholarship, research or professional performance, for while competition among faculty to be the best teacher in one's group is somewhat muted by group norms, competition in the area of scholarly or professional accomplishment is de rigueur. The fact that a man has published a major book on a topic three or four years ago in no way protects him from the question, "Well, what have you done recently?" Informal or nonsystematic evidence indicates that expectations of faculty in the area of professional publication have changed rather markedly in the last 20 years. A graduate dean at a developing midwestern institution indicated that his institutional expectations for promotion to the rank of full professor had gone from 12 to 15 publications to 20 to 25 in a six-year period. Several South Carolina institutions have undergone similarly increased expectations for the scholarly and research performance of their faculties in the last ten years.

And a final ingredient is the attitudes of faculty. First, many are intensely curious about their subjects and want to create, find or invent new practices, forms of behavior, processes, or things. As a group, faculty have been taught to excel in the use of their critical facilities, and they tend to be intensely self-critical. Finally, to a very significant degree, they are their own bosses. While they have department chairmen and deans to whom to answer, they must first of all answer to themselves. Self-critical people are notoriously hard on themselves, and tend to have difficulty in the area of standards for accomplishment. To be committed to the values of transmitting knowledge to a new generation and to discovering knowledge and to find one's self in a rapidly changing world where no clear guidelines exist for how much is enough, is a recipe for a workaholic's situation.

## TABLE 1

## TOTAL FACULTY WORK WEEK BY ACADEMIC RANK

| Academic Rank N = 2987* | Number of Cases | Total Work Week (Average Hours) |
|---|---|---|
| Instructor | 388 | 58.61 |
| Assistant Professor | 1,042 | 60.24 |
| Associate Professor | 859 | 60.94 |
| Professor | 652 | 60.92 |

* 46 cases concern full-time faculty who did not hold one of the four most common ranks. These were lecturers, or other special rank. Their average hours were 57.83

## TABLE 2

## TOTAL FACULTY WORK WEEK BY CAMPUS

| Campus | Number | Average Hours |
|---|---|---|
| Citadel | 140 | 57.40 |
| Clemson | 640 | 57.30 |
| College of Charleston | 144 | 64.60 |
| Francis Marion | 84 | 57.56 |
| Lander College | 72 | 61.21 |
| MUSC | 358 | 57.00 |
| South Carolina State | 191 | 64.92 |
| Winthrop College | 168 | 63.52 |
| USC-Columbia | 870 | 61.37 |
| USC-Aiken | 71 | 65.07 |
| USC-Beaufort | 10 | 58.85 |
| USC-Coastal | 90 | 61.69 |
| USC-Lancaster | 26 | 59.75 |
| USC-Salkehatchie | 11 | 55.40 |
| USC-Spartanburg | 75 | 63.40 |
| USC-Sumter | 22 | 62.91 |
| USC-Union | 15 | 68.82 |

## TABLE 3

## INSTITUTIONAL WORKLOAD BY CAMPUS

| Campus | Number | *Average Hours Devoted to Instructional Activities |
|---|---|---|
| Citadel | 140 | 38.17 |
| Clemson | 640 | 34.04 |
| College of Charleston | 144 | 42.29 |
| Francis Marion | 84 | 39.44 |
| Lander College | 72 | 41.58 |
| MUSC | 358 | 25.41 |
| South Carolina State | 191 | 42.47 |
| Winthrop College | 168 | 41.11 |
| USC-Columbia | 870 | 34.40 |
| USC-Aiken | 71 | 41.12 |
| USC-Beaufort | 10 | 41.05 |
| USC-Coastal | 90 | 40.70 |
| USC-Lancaster | 26 | 38.48 |
| USC-Salkehatchie | 11 | 42.31 |
| USC-Spartanburg | 75 | 42.34 |
| USC-Sumter | 22 | 41.28 |
| USC-Union | 15 | 41.31 |

*These figures are derived by combining the subtotals for all items in Section A of the questionnaire.

## TABLE 4

## RESEARCH AND SERVICE ACTIVITIES BY FACULTY RANK

| Academic Rank | Number | Average Hours Devoted to | | |
|---|---|---|---|---|
| | | Research | Internal Service | External Service |
| Instructor | 388 | 11.23 | 7.12 | 1.20 |
| Assistant Professor | 1,042 | 14.03 | 7.33 | 1.40 |
| Associate Professor | 859 | 15.05 | 8.87 | 1.71 |
| Professor | 652 | 15.75 | 11.44 | 1.88 |
| State Total | 2,987 | 14.31 | 8.72 | 1.58 |

## TABLE 5

## HOURS DEVOTED TO RESEARCH, SCHOLARSHIP, AND PROFESSIONAL PRACTICE BY CAMPUS

| Campus | Number | Average Hours Devoted to Research, etc. |
|---|---|---|
| Citadel | 140 | 10.31 |
| Clemson | 640 | 14.72 |
| College of Charleston | 144 | 12.68 |
| Francis Marion | 84 | 8.47 |
| Lander College | 72 | 8.79 |
| MUSC | 358 | 21.60 |
| South Carolina State | 191 | 9.79 |
| Winthrop College | 168 | 10.43 |
| USC-Columbia | 870 | 16.26 |
| USC-Aiken | 71 | 12.22 |
| USC-Beaufort | 10 | 10.20 |
| USC-Coastal | 90 | 9.11 |
| USC-Lancaster | 26 | 7.15 |
| USC-Salkehatchie | 11 | 4.40 |
| USC-Spartanburg | 75 | 10.50 |
| USC-Sumter | 22 | 9.45 |
| USC-Union | 15 | 11.10 |

## TABLE 6

## AVERAGE HOURS DEVOTED TO INSTRUCTIONAL ACTIVITIES BY CAMPUS

| Campus | Average Hours Devoted to Classroom * | Preparation @ | Other + |
|---|---|---|---|
| Citadel | 11.54 | 21.97 | 4.66 |
| Clemson | 10.34 | 18.42 | 5.28 |
| College of Charleston | 12.81 | 23.69 | 5.79 |
| Francis Marion | 10.82 | 22.94 | 5.68 |
| Lander College | 13.49 | 21.91 | 6.18 |
| MUSC | 8.17 | 8.84 | 8.40 |
| South Carolina State | 13.54 | 21.77 | 7.16 |
| Winthrop College | 11.37 | 22.44 | 7.30 |
| USC-Columbia | 8.98 | 18.28 | 7.14 |
| USC-Aiken | 11.26 | 23.54 | 6.32 |
| USC-Beaufort | 14.05 | 21.20 | 5.80 |
| USC-Coastal | 13.81 | 20.72 | 6.17 |
| USC-Lancaster | 12.82 | 21.23 | 4.43 |
| USC-Salkehatchie | 13.82 | 25.63 | 2.86 |
| USC-Spartanburg | 11.15 | 23.30 | 7.89 |
| USC-Sumter | 12.50 | 22.93 | 5.85 |
| USC-Union | 12.77 | 21.30 | 7.24 |

* Column 1 is derived from answers to Column G in Section A.1 on the questionnaire, concerning Formal Contact Hours.

@ Column 2 is the sum of Columns H and I in Section A.1.

+ Column 3 is the sum of items A.2 and A.3, and A.4 in the section on Teaching Activities.

## References

de Grazia, S. Of Time, Work and Leisure. New York: The Twentieth Century Fund, 1962.

Maryland Council for Higher Education, Faculty Activity Survey. Annapolis, Md., 1974.

Thompson, R.K. "How does the faculty spend its time?" Mimeographed. Seattle, Wash: University of Washington, February 25, 1971.

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# Appendix A: FACULTY ACTIVITY ANALYSIS

## GENERAL INSTRUCTIONS

This survey asks you to estimate the average hours per week that you spend this term engaged in different types of activity. Please read the activity definitions and examples for each activity as you complete the survey.

Before completing the form, you might find it helpful to make an initial estimate of the average number of hours you spend each week in this term engaged in professional activities. Making this estimate might help you divide your time into the remaining sections of the survey instrument.

## SECTION A: TEACHING ACTIVITIES

A.1 Scheduled Teaching: All scheduled teaching activities which produce academic credit (degree or non-degree, day or evening). These activities would include:

- Meeting informally with course participants
- Supervising these courses
- Meeting scheduled classes
- Grading
- Reading student papers
- Supervising teaching assistants
- Tutoring
- Supervising independent study
- Giving remedial help to course participants
- Supervising laboratories
- Correcting papers
- Contacting guest lecturers
- Preparing lectures
- Preparing media
- Supervising practice teaching and clinical internships

Instructions for Columns (a) through (j)

(a) Do not complete this column. This column will be used to assign a discipline code to each course.

(b) Enter the department, college, or other unit designation under which the course is taught.

(c) Enter the number or other designation for the course and section.

(d) Enter the number of students enrolled and code (R) if course material is remedial (below college level) or (E) if it is an extension course or (O) if it is taught off-campus.

(e) Enter the number of student credit hours given for course. In the case of variable credit, give the credit hour range.

(f) Enter the appropriate letter code for the level of instruction (see below).

(g) Enter the scheduled contact hours/week.

(h) Enter the average hours/week of unscheduled contact with students in course.

(i) Enter the average hours/week spent in preparing and arranging the activities of the current course.

(j) Enter the total average hours/week [sum of columns (g), (h), and (i) in Section A.1].

Level of Instruction

| Code | Description |
|---|---|
| A | Remedial |
| B | Lower division undergraduate |
| C | Upper division undergraduate |
| D | Upper division and graduate |
| E | Graduate |
| F | Professional |

A.2 Unscheduled Teaching: Teaching not associated with the specific courses listed in A.1. For example:

- Ward rounds with students or house staff
- Thesis committee participation
- Thesis advising
- Guest lecturing in another faculty member's course
- Giving seminars within the institution
- Giving oral or written exams

A.3 Academic Program Advising: Giving advice to students concerning course scheduling and academic programs. Not to be confused with counseling that is included in C.1.

A.4 Course and Curriculum Research and Development: Developing and preparing for future courses. For example:

- Preparing course outlines
- Developing book lists
- Evaluating courses
- Devising new instructional materials
- Revising existing materials
- Planning summer or intersession programs
- Developing department curriculum requirements
- Evaluating teaching effectiveness and planning changes

## PRELIMINARY INFORMATION

| | | | |
|---|---|---|---|
| NAME | | YEARS IN RANK AT INSTITUTION | |
| SOCIAL SECURITY NUMBER | | ADMINISTRATIVE TITLE, IF ANY | |
| INSTITUTION | | PRINCIPAL DEPARTMENT | |
| FACULTY RANK | | INITIAL ESTIMATE OF YOUR OVERALL AVERAGE HOURS PER WEEK | |
| ARE YOU TENURED? | | | |
| YEARS AT INSTITUTION | | | |

### SECTION A: TEACHING ACTIVITIES

#### A.1 SCHEDULED TEACHING

| (a) HEGIS Do not write in this column. | (b) DEPT. or UNIT | (c) COURSE & SECTION # | (d) SECTION | | (e) Credit Hours | (f) Level of Instruction | (g)+(h)+(i)=(j) | | | (j) Average hours per week |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Enrollment | Code R=Remedial O=Off Campus E=Extension | | | (g) Formal Contact Hours | (h) Other Contact Hours | (i) Preparation & Administration | |
| | | | | | | | | | | |
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| | | | | | | | | | | |
| | | | | | SUBTOTAL | | | | | |

| | (f) Level of Instruction | Activity Description | | (j) Average Hours Per Week |
|---|---|---|---|---|
| A.2 Unscheduled Teaching | | | | |
| | | | | |
| | | | SUBTOTAL | |

| | (f) Level of Instruction | Activity Description | | (j) Average Hours Per Week |
|---|---|---|---|---|
| A.3 Academic Program Advising | | | | |
| | | | | |
| | | | SUBTOTAL | |

| | (f) Level of Instruction | Activity Description | | (j) Average Hours Per Week |
|---|---|---|---|---|
| A.4 Course and Curriculum Research and Development | | | | |
| | | | | |
| | | | SUBTOTAL | |

## SECTION B: RESEARCH, SCHOLARSHIP, PATIENT CARE, AND OTHER CREATIVE WORK ACTIVITIES

B.1 Specific Projects: Research, scholarship, and creative work activity related to a specific project. For example:

Departmental research
Sponsored research
Performing your professional skill
Your dissertation research

Patient care in University-affiliated hospitals/clinics
Writing or developing research proposals
Reviewing a colleague's research work
Administering research grants

Giving recitals
Maintaining an artistic skill
Writing articles
Writing books

Writing interviews
Creating new art forms
Exhibitions

B.2 General Scholarship and Professional Development: All research, scholarship, and creative work activities related to keeping current in a professional field. For example:

Reading articles and books related to your profession

Officer in a professional society
Attending professional meetings

Attending seminars
Research-related discussion with colleagues

Editor of a journal

| SECTION B: RESEARCH, SCHOLARSHIP AND CREATIVE WORK ACTIVITIES | | (j) Average hours per week |
|---|---|---|
| Activity | Activity Description | |
| B.1 Specific Projects | | |
| | | |
| | | |
| | | |
| | SUBTOTAL | |

| Activity | Activity Description | (j) Average hours per week |
|---|---|---|
| B.2 General Scholarship and Professional Development | | |
| | | |
| | | |
| | | |
| | SUBTOTAL | |

## SECTION C: INTERNAL SERVICE ACTIVITIES

This section includes activities related to general contact with students, to professional responsibilities within other organizational units within the institution, and to fulfilling institutional requests.

C.1 Student-oriented Service: For example:

Personal, career, and financial counseling
Preparing recommendations
Participation in social interaction

Recruiting students
Sponsoring student organizations
Meeting with parents
Attending student recitals

Coaching intramural or intercollegiate athletics
Directing the band, orchestra, student plays, debate team, or any other student group

C.2 Administrative Duties: For example:

Performing the duties of a department chairman, dean, vice-president or any other administrative position
Administering personnel policies

Faculty service reports and questionnaires
Keeping records
Preparing minutes
Writing and answering memoranda

Assigning faculty course loads
Preparing budgets
Gathering data
Helping during registration
Interviewing candidates for faculty positions

Escorting visitors
Recruiting faculty
Advising on library purchases
Recruiting students

**C.3 Committee Participation. For example:**

| | | |
|---|---|---|
| **Admission committees** | **Faculty senate** | **Budget committees** |
| **Departmental meetings** | **Planning committees** | |

**Code the level of activities in C.2 and C.3 as described below:**

**Level of Administrative and Committee Activities**

| **Code** | **Level** |
|---|---|
| 1 | Department/Unit |
| 2 | College/School/Division |
| 3 | Campuswide |

| SECTION C: INTERNAL SERVICE ACTIVITIES | | (j) Average hours per week |
|---|---|---|
| Activity | Activity Description | |
| C.1 Student-Oriented Service | | |
| | | |
| | | |
| | | |
| | SUBTOTAL | |

| Activity | Code Level (see above) | Activity Description | (j) Average hours per week |
|---|---|---|---|
| C.2 Administrative Duties | | | |
| | | | |
| | | | |
| | | | |
| | | SUBTOTAL | |

| Activity | Code Level (see above) | Activity Description | (j) Average hours per week |
|---|---|---|---|
| C.3 Committee Participation | | | |
| | | | |
| | | | |
| | | | |
| | | SUBTOTAL | |

SECTION D: SERVICE ACTIVITIES

This section includes all teaching activities that do not produce credit. For example:

| | |
|---|---|
| Agricultural extension | Advising |
| Continuing eduction | Professional performance as in plays or orchestras |
| Management center activities | Community training grants |
| Bureau activities | Lectures or seminars for the public |
| Consulting | |

| SECTION D: SERVICE ACTIVITIES | | (j) Average hours per week |
|---|---|---|
| Activity | Activity Description | |
| General Professional Service/Advice Directed Outside the Institution | | |
| | | |
| | | |
| | SUBTOTAL | |
| | TOTAL AVERAGE HOURS PER WEEK (Add all subtotals) | |

## STUDENT DEVELOPMENT SERVICES[1]

Student development services should be directly related to the stated objectives of the institution and should assist students in the educational process in developing self-reliant, responsible behavior. Through student development services, the institution should demonstrate its concern for: programs of orientation, counseling, guidance, and academic advisement; reasonable academic standards; preservation of appropriate freedoms of inquiry and expression; and participation in institutional activities, academic and otherwise. Objectives of student development services should be clearly defined and publicized.

Productive, effective services for students depend, of course, upon the quality of staff who administer the services. Personnel policies and practices should ensure the maintenance of professionally competent student development personnel.

### Illustrations and Interpretations

1. Administration

The scope and structure of the administrative organization for student development services should be governed by the size, nature, and complexity of the institution. The administrative organization should be sufficiently funded and staffed to accomplish the stated programs of student development services and to enhance the stated educational goals.

Personnel responsible for the administration of the student development program should be well trained and should be given status commensurate with that afforded their peers in other administrative areas. The competencies required for student development administrators are usually gained through studies in counseling and guidance, college student personnel administration, or administration in higher education through at least the master's degree level, but are not limited to these programs of study.

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[1] SOURCE: STANDARDS OF THE COLLEGE DELEGATE ASSEMBLY, December 14, 1977, Commission on Colleges, Southern Association of Colleges and Schools

The administrative leaders in each institution should be aware of current thought and practice in student development services and should provide for periodic institutional evaluation of these services.

## 2. Counseling and Guidance

The counseling of students concerning their educational, vocational, and personal needs is an institutional responsibility of high priority. Counseling and guidance staff must acquire knowledge of the nature of student needs at the institution. Many aspects of counseling may be shared by staff other than professional counselors, but some staff with competence as professional counselors should be available at the institution.

An effective orientation program should be provided as an educational experience for all students.

Career information, communication with potential employees, counselling, testing services, and follow-up activities are desirable components of an effective process of career planning. Clearly specified policies should exist with respect to utilization of any placement services by students, alumni, and employers.

## 3. Extra-Class Activities

Each institution should have a well-planned and well-executed program of extra-class activities encompassing a wide range of student interests. The institution should provide adequate funding, staffing, and facilities for extra-class activities.

Generally, student publications are valuable aids in establishing and maintaining an atmosphere of responsible discussion on the campus. Each institution should provide a clearly written statement about the role of student publications and the control of their operations.

Each institution should have policies and procedures concerning the supervisory role of the institution over each extra-class activity.

### 4. Student Participation in Institutional Government

The institution should determine and make known the degree of student involvement in specific areas of institutional decision-making. The jurisdiction of student government, if one exists, should be clearly defined.

### 5. Student Discipline

Each institution should declare those standards of behavior which it considers essential to its educational mission and its community life. The jurisdiction of judicial bodies (administrative, faculty, and student), the disciplinary responsibilities of institutional officials, and all disciplinary procedures should be clearly defined in written form, widely publicized, and freely available.

### 6. Student Records

Each institution should have adequate and accurate student records for both credit and noncredit courses. The registrar or other appropriate institutional official must keep files of admissions and matriculation information, transcripts, scholarship records, and other essential data. Complete back-up files, such as facsimile copies, microfilm or electronic data banks, should be maintained to provide security to student records.

Each institution should have policies concerning the information which will become a part of the permanent record of the student and policies governing the retention and disposal of records. Each institution should establish and publish information release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution.

## 7. Student Financial Aid

The institution is encouraged to develop effective programs of financial assistance for students who might otherwise be unable to attend college. Financial awards to students will normally consist of grants-in-aid (scholarships), long- and short-term loans, and part-time employment. Students should be provided assistance in planning for the most efficient use of both financial aid awards and their own resources for education.

Regular appraisals of the financial aid program should be made to determine its overall effectiveness both in meeting the needs of students and in contributing to the educational purposes of the institution. All funds for financial aid programs should be audited on a fiscal year basis.

## 8. Student Housing

An institution which provides housing for students should operate these facilities as an integral part of the total college program. Housing staff (management and counseling) should have sufficient academic training and orientation to enhance the educational objectives of the institution. There should be a well-developed process for evaluating the residence hall programs to meet changing student and institutional needs and concerns.

9. Health Services

Each institution should provide health services based upon such factors as size, location, nature of the institution, and the availability of local medical facilities. Health services should include an active program of health education.

Adequate health records should be maintained and accessible only to appropriate personnel.

Responsibility for environmental health and safety programs should be defined and coordinated with local public health agencies.

10. Athletics

Intercollegiate and intramural programs should contribute to the total personal development of the student. These programs should be directed by qualified personnel and should be appropriately funded within the total resources of the institution. All intercollegiate athletic funds must be controlled by the administration and annually audited by a reputable auditor.

Intercollegiate athletics should be related to the total program of the institution. Academic policies must be the same for athletes as for other students. The administration and faculty must have the responsibility for and control of all intercollegiate athletics.

## STANDARDS FOR COLLEGE LIBRARIES

### Introduction

Since the beginning of colleges libraries have been considered an essential part of advanced learning. Their role has ever been to provide access to the human records needed by members of the higher education community for the successful pursuit of academic programs. Total fulfillment of this role, however, is an ideal which has never been and probably never will be attained. Libraries can therefore be judged only by the degree to which they approach this ideal. Expectations moreover of the degree of total success that they should attain are widely various, differing from institution to institution, from individual to individual, from constituency to constituency. It is this diversity of expectations that prompts the need for standards.

The Standards hereinafter presented do not prescribe this unattainable ideal. They rather describe a realistic set of conditions which, if fulfilled, will provide an adequate library program in a college. They attempt to synthesize and articulate the aggregate experience and judgment of the academic library profession as to adequacy in library resources, services, and facilities for a college community. They are intended to apply to libraries serving academic

SOURCE: American Library Association, 1975.

programs at the bachelors and masters degree levels. They may be applied also to libraries serving universities which grant fewer than ten doctoral degrees per year.* They are not designed for use in two-year colleges, larger universities, independent professional schools, specialized programs or other atypical institutions.

These Standards are organized on the basis of the major functions and components of library organization and services and are arranged as follows:

1. Objectives
2. Collections
3. Organization of Materials
4. Staff
5. Delivery of Service
6. Facilities
7. Administration
8. Budget

A brief explanatory exegesis is appended to each Standard, citing the reasons for its inclusion and providing suggestions and comments upon its implementation. Complete background considerations for these commentaries may be found in the literature of librarianship.

There are a number of additional areas wherein standards are felt to be desirable when it is possible to prepare them, but for which no consensus among librarians is apparent at this time. These include measures of library effectiveness and productivity, the requisite extent and configuration of non-print resources and services, and methods for program evaluation. Research and experimentation should make it possible, however, to prepare standards for them at some future time.

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* Specifically these Standards address themselves to institutions defined by the Carnegie Commission on Higher Education as Liberal Arts Colleges I and II and Comprehensive Universities and Colleges I and II, in A Classification of Institutions of Higher Education (Berkeley, Cal., 1973).

## Standard 1: Objectives of the Library

1 *The college library shall develop an explicit statement of its objectives in accord with the goals and purposes of the college.*

1.1 *The development of library objectives shall be the responsibility of the library staff, in consultation with students, members of the teaching faculty, and administrative officers.*

1.2 *The statement of library objectives shall be reviewed periodically and revised as needed.*

### Commentary on Standard 1

The administration and faculty of every college have a responsibility to examine from time to time their education programs and to define the purposes and goals of the institution. Members of the library faculty share in this exercise, and they have thereafter the responsibility to promote library service consistent with institutional aims and methods. Successful fulfillment of this latter responsibility can best be attained when a clear and explicit statement of derivative library objectives is prepared and promulgated so that all members of the college community can understand and evaluate the appropriateness and effectiveness of library activities.

Preparation of library objectives is an obligation of the library faculty with the assistance of the rest of the library staff. In this effort, however, the library should seek in a formal or structured way the advice and guidance of students, of members of the teaching faculty, and of administrative officers. Library objectives should be kept current through periodic review and revision as needed.

In preparing its statement of objectives, the library staff should consider the evolution in recent decades of new roles for the American college library. Although the college library continues as in the past to serve as the repository for the printed information needed by its patrons, its resources have now been extended to embrace new forms of recorded information, and its proper purpose has been enlarged through changes in the scope of the curriculum and by new concepts of instruction. Thus it now serves also as a complementary academic capability which affords to students the opportunity to augment their classroom experience with an independent avenue for learning beyond the course offerings of the institution. Even this instructional objective of the library, however, must be conceived and formulated within the overall academic purpose of the college.

## Standard 2: The Collections

2 *The library's collections shall comprise all corpuses of recorded information owned by the college for educational, inspirational, and recreational purposes, including multi-dimensional, aural, pictorial, and print materials.*

2.1 *The library shall provide quickly a high percentage of such materials needed by its patrons.*

2.1.1 *The amount of print materials to be thus provided shall be determined by a formula* (Formula A below) *which takes into account the nature and extent of the academic program of the institution, its enrollment, and the size of its teaching faculty.*

## FORMULA A

The formula for calculating the number of relevant print volumes (or microform volume-equivalents) to which the library should provide prompt access is as follows (to be calculated cumulatively):

| | | |
|---|---|---|
| 1. | Basic Collection | 85,000 vols. |
| 2. | Allowance per FTE Faculty Member | 100 vols. |
| 3. | Allowance per FTE Student | 15 vols. |
| 4. | Allowance per Undergraduate Major or Minor Field* | 350 vols. |
| 5. | Allowance per Masters Field, When No Higher Degree is Offered in the Field* | 6,000 vols. |
| 6. | Allowance per Masters Field, When a Higher Degree is Offered in the Field* | 3,000 vols. |
| 7. | Allowance per 6th-year Specialist Degree Field* | 6,000 vols. |
| 8. | Allowance per Doctoral Field* | 25,000 vols. |

A "volume" is defined as a physical unit of any printed, typewritten, handwritten, mimeographed, or processed work contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or otherwise prepared for use. For purposes of this calculation microform holdings should be included by converting them to volume-equivalents. The number of volume-equivalents held in microform should be determined either by actual count or by an averaging formula which considers each reel of microform as one, and five pieces of any other microformat as one volume-equivalent.

Libraries which can provide promptly 100 percent as many volumes or volume-equivalents as are called for in this formula shall, in the matter of quantity, be graded A. From 80-99 percent shall be graded B; from 65-79 percent shall be graded C; and from 50-64 percent shall be graded D.

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*See Appendix I, "List of Fields."

## Commentary on Standard 2

The records of intellectual endeavor appear in a wide range of formats. Books represent extended reports of scholarly investigation, compilations of findings, creative works, and summaries prepared for educational purposes. The journal has become the common medium for scientific communication and usually represents more recent information. Scientific reports in near-print form are becoming an even faster means of research communication. Documents represent compilations of information prepared by governmental agencies, and newspapers contain the systematic recording of daily activities throughout the world.

Many kinds of communication can be better and sometimes faster accomplished through such non-print media as films, slides, tapes, radio and television recordings, and realia. Microphotography is an accepted means of compacting many kinds of records for preservation and storage. Recorded information may also come in the form of manuscripts, archives, and machine-readable data bases. Each medium of communication provides unique dimensions for the transmission of information, and each tends to complement the others.

This inherent unity of recorded information, and the fundamental commonality of its social utility, require that regardless of format, all kinds of recorded information needed for academic purposes by an institution be selected, acquired, organized, stored,and delivered for use within the library. In this way the institution's information resources can best be articulated and balanced for the greatest benefit of the entire community.

It is less important that a college hold legal title to the quantity of library materials called for in Formula A than that it be able to supply the amount quickly--say within fifteen minutes--as by contract with an adjacent institution or by some other means. An institution which arranges to meet all or part of its library responsibilities in this way, however, must take care that in doing so it not create supernumerary or unreimbursed costs for another institution and that the materials so made available are relevant to its own students' needs.

Since a library book collection once developed and then allowed to languish loses its utility very rapidly, continuity of collection development is essential. Experience has shown that even after collections have attained sizes required by this Standard, they can seldom retain their requisite utility without sustaining annual gross growth rates, before withdrawals, of at least five percent.

Higher education has thus far had too little experience with non-print library materials to permit tenable generalizations to be made about their quantitative requirements. Since consensus has not yet been attained among educators as to the range, extent, and configuration of non-print services which it is appropriate for college libraries to offer, no generally applicable formulas are possible here. It is assumed, however, that every college library should have non-print resources appropriate to institutional needs.

The goal of college library collection development should be quality rather than quantity. A collection may be said to have quality for its purpose only to the degree that it possesses a portion of the bibliography of each discipline taught, appropriate in quantity both to the level at which each is taught and to the number of students and faculty members who use it. Quality and quantity are separable only in theory: it is possible to have quantity without quality; it is not possible to have quality without quantity defined in relation to the purposes of the institution. No easily applicable criteria have been developed, however, for measuring quality in library collections.

The best way to assure quality in a college library collection is to gain it at point of input. Thus rigorous discrimination in the selection of materials to be added to the library's holdings, whether as purchases or gifts, is of considerable importance. Care should be exerted to select a substantial portion of the titles listed in the standard, scholarly bibliographies reflecting the curriculum areas of the college and supporting general fields of knowledge. A number of such subject lists for college libraries have been prepared by learned associations. Among general bibliographies Books for College Libraries is useful especially for purposes of identifying important retrospective titles. For current additions, provision should be made to acquire a majority of the significant new publications reviewed in Choice. Generous attention should be given also to standard works of reference and to bibliographical tools which provide access to the broad range of scholarly sources as listed in Winchell's Guide to Reference Books. Institutional needs vary so widely for periodical holdings that quantitative standards cannot be written for them at this time, but in general it is good practice for a library to own any title that is needed more than six times per year. Several good handlists have been prepared of periodical titles appropriate for college collections.

College library collections should be evaluated continuously against standard bibliographies and against records of their use, for purposes both of adding to the collections and identifying titles for prompt withdrawal once they have outlived their usefulness to the college program. No book should be retained in a college library for which a clear purpose is not evident in terms of the institution's current or anticipated academic program; when such clear purpose is lacking, a book should be retired from the collections.

Although in the last analysis the library staff must be responsible for the scope and content of the collections, it can best fulfill this responsibility with substantial help and consultation from the teaching faculty and from students. Of greatest benefit to the library is continuing faculty assistance in defining the literature requirements of the courses in the curriculum, definitions which should take the form of written selection policies. In addition, members of the teaching faculty may participate in the selection of individual titles to be obtained. If this latter activity, however, is carried out largely by the library, then the teaching faculty should review the books acquired both for their appropriateness and the quality of their contents.

## Standard 3: Organization of Materials

3 *Library collections shall be organized by nationally approved conventions and arranged for efficient retrieval at time of need.*

3.1 *There shall be a union catalog of the library's holdings that permits identification of items, regardless of format, by author, title, and subject.*

3.1.1 *The catalog may be developed either by a single library or jointly among several libraries.*

3.1.2 *The catalog shall be in a format that can be consulted by a number of people concurrently and at time of need.*

3.1.3 *In addition to the catalog there shall also be requisite subordinate files, such as serial records, shelf lists, authority files, and indexes to non-monographic materials.*

3.2 *Except for certain categories of material which are for convenience best segregated by form, library materials shall be arranged on the shelves by subject.*

3.2.1 *Patrons shall have direct access to library materials on the shelves.*

## Commentary on Standard 3

The acquisition alone of library materials comprises only part of the task of providing access to them. Collections must be indexed and systematically arranged on the shelves before their efficient identification and retrieval at time of need, which is an important test of a good library, can be assured. For most library materials this indexing can best be accomplished through the development of a union catalog with items entered in accord with established national or international bibliographical conventions, such as rules for entry, descriptive cataloging, filing, classification, and subject headings.

Opportunities of several kinds exist for the cooperative development of the library's catalog, through which economy can be gained in its preparation. These include the use of centralized cataloging by the Library of Congress and the joint compilation of catalogs by a number of libraries. Joint catalogs can take the form of card files, book catalogs, or computer files. Catalogs jointly developed, regardless of format, can satisfy this Standard provided that they can be consulted--under author, title, or subject--by a number of library patrons concurrently at their time of need. Catalogs should be subject to continual editing to keep them abreast of modern terminology, current technology, and contemporary practice.

Proper organization of the collections will also require the maintenance of a number of subordinate files, such as authority files and shelf lists, and of complementary catalogs, such as serial records. Information contained in these files should also be available to library users. In addition, some library materials such as journals, documents, and microforms are often indexed centrally by commercial or quasi-commercial agencies, and in such cases access should be provided to those indexes as needed, whether they be in published or computer-based format.

Materials should be arranged on the shelves by subject matter so that related information can be consulted together. Some kinds of materials, however, such as maps, microforms, and non-print holdings, may be awkward to integrate physically because of form and may be segregated from the main collection. Other materials, such as rarities and manuscripts or archives, may be segregated for purposes of security. Materials in exceptionally active use, such as bibliographies, works of reference, and assigned readings, may be kept separate to facilitate access to them. Except in such cases, however, the bulk of the collections should be classified and shelved by subject in open stack areas so as to permit and encourage browsing.

## Standard 4: Staff

4 *The library staff shall be of adequate size and quality to meet agreed-upon objectives.*

4.1 *The staff shall comprise qualified librarians, skilled supportive personnel, and part-time assistants serving on an hourly basis.*

4.2 *The marks of a librarian shall include a graduate library degree from an ALA-accredited program, responsibility for duties of a professional nature,-and participation in professional library affairs beyond the local campus.*

4.2.1 *The librarians of a college shall be organized as an academic department--or, in the case of a university, as a school--and shall administer themselves in accord with ACRL "Standards for Faculty Status for College and University Librarians"* (See Appendix II).

4.3 *The number of librarians required shall be determined by a formula* (Formula B, below) *which takes into account the enrollment of the college and the size and growth rate of the collections.*

4.3.1 *There shall be an appropriate balance of effort among librarians, supportive personnel, and part-time assistants, so that every staff member is employed as nearly as possible commensurate with his library training, experience, and capability.*

4.4 *Library policies and procedures concerning staff shall be in accord with sound personnel management practice.*

FORMULA B--

The number of librarians required by the college shall be computed as follows (to be calculated cumulatively):

| | |
|---|---|
| For each 500, or fraction thereof, FTE students up to 10,000 . . . . . . | 1 librarian |
| For each 1,000, or fraction thereof, FTE students above 10,000 . . . . . . | 1 librarian |
| For each 100,000 volumes, or fraction thereof, in the collection . . . . . | 1 librarian |
| For each 5,000 volumes, or fraction thereof, added per year . . . . . . . | 1 librarian |

Libraries which provide 100 percent of these formula requirements can, when they are supported by sufficient other staff members, consider themselves at the A level in terms of staff size; those that provide 75-99 percent of these requirements may rate themselves as B; those with 55-74 percent of requirements qualify for a C; and those with 40-54 percent of requirements warrant a D.

## Commentary on Standard 4

The college library will need a staff comprising librarians, supportive personnel, and part-time assistants to carry out its stated objectives. The librarian has acquired through training in a graduate library school an understanding of the principles and theories of selection, acquisition, organization, interpretation, and administration of library resources. Supportive staff members have normally received specialized or on-the-job training for particular assignments within the library; such assignments can range in complexity from relatively routine or business functions to highly technical activities often requiring university degrees in fields other than librarianship. Well managed college libraries also utilize some part-time assistants, many of whom are students. Although they must often perform repetitive and more perfunctory work, given good training and adequate experience such assistants can often perform at relatively skilled levels and constitute an important segment of the library team.

Work assignments, both to these several levels and to individuals, should be carefully conceived and allocated so that all members of the library staff are employed as nearly as possible commensurate with their library training, experience, and capability. This will mean that the librarians will seldom comprise more than 25-35 percent of the total FTE library staff.

The librarians of a college comprise the faculty of the library and should organize and administer themselves as any other departmental faculty in the college (or in the case of the university, the library faculty is equivalent to a school faculty, and should govern itself accordingly). In either case, however, the status, responsibilities, perquisites, and governance of the library faculty shall be fully recognized and supported by the parent institution, and it shall function in accord with the ACRL "Standards for Faculty Status for College and University Librarians."

The staff represents one of the library's most important assets in support of the instructional program of the college. Careful attention is therefore required to proper personnel management policies and procedures. Whether administered centrally for the college as a whole or separately within the library, these policies and practices must be based upon sound, contemporary management understanding consistent with the goals and purposes of the institution. This will mean that:

1. Recruitment methods should be based upon a careful definition of positions to be filled, utilization of a wide range of sources, qualifications based upon job requirements, and objective evaluation of credentials.

2. Written procedures should be followed in matters of appointment, promotion, tenure, dismissal, and appeal.

3. Every staff member should be informed in writing as to the scope of his responsibilities and the individual to whom he is responsible.

4. Classification and pay plans should give recognition to the nature of the duties performed, training and experience required, and rates of pay and benefits of other positions requiring equivalent background.

5. There should be provided a structured program for the orientation and training of new staff members and opportunities for the continuing education of existing staff.

6. Supervisory staff should be selected on the basis of job knowledge and human relations skills and provide training in these responsibilities as needed.

7. Systems should be maintained for periodic review of employee performance and for recognition of achievement.

8. Career opportunities and counseling should be made available to library staff members at all levels and in all departments.

## Standard 5: Delivery of Service

5 *The college library shall establish and maintain a range and quality of services that will promote the academic program of the institution and encourage optimal library use.*

5.1 *Proper service shall include: the provision of continuing instruction to patrons in the effective exploitation of libraries; the guidance of patrons to the library materials they need; and the provision of information to patrons as appropriate.*

5.2 *Library materials shall be circulated to qualified patrons under equitable policies and for as long periods as possible without jeopardizing their availability to others.*

5.2.1 *The availability of reading materials shall be extended wherever possible by the provision of inexpensive means of photocopying.*

5.2.2 *The quality of the collections available locally to patrons shall be enhanced through the use of "National Interlibrary Loan Code 1968"* (See Appendix II) *and other cooperative agreements which provide reciprocal access to multi-library resources.*

5.3 *The hours of public access to the materials on the shelves, to the study facilities of the library, and to the library staff, shall be consistent with reasonable demand, both during the normal study week and during weekends and vacation periods.*

5.4 *Where academic programs are offered away from a campus, library services shall be provided in accord with ACRL's "Guidelines for Library Services to Extension Students"* (See Appendix II).

## Commentary on Standard 5

The primary purpose of college library service is to promote the academic program of the parent institution. The successful fulfillment of this purpose will require that librarians work closely with teaching faculty to gain an intimate knowledge of their educational objectives and methods and to impart to them an understanding of the services which the library can render. Both skill in library use and ease of access to materials can encourage library use, but the major stimulus for students to use the library has always been, and likely always will be, the instructional methods used in the classroom. Thus close cooperation between librarians and classroom instructors is essential.

Such cooperation does not come about fortuitously; it must be a planned and structured activity, and it must be assiduously sought. It will require not only that librarians participate in the academic planning councils of the institution but also that they assist teaching faculty in appraising the actual and potential library resources available, work closely with them in developing library services for new courses and new pedagogical techniques, and keep them informed of new library capabilities.

A key service of a college library is the introduction and interpretation of library materials to patrons. This activity takes several forms. The first form is instruction in bibliography and in the use of information tools. It will also familiarize patrons with the physical facilities of the library, its services and collections, and the policies and conditions which govern their use. Bibliographic instruction and orientation may be given at many levels of sophistication and may use a variety of instructional methods and materials, including course-related instruction, separate courses with or without credit, group or individualized instruction, utilizing print or non-print materials.

The second basic form which interpretation will take is conventional reference work wherein individual patrons are guided by librarians in their appraisal of the range and extent of the library resources available to them for learning and research, in the most effective marshalling of that material, and in the optimal utilization of libraries. Most library interpretative work is of this kind.

The third major genre of library interpretation is the delivery of information itself. Although obviously inappropriate in the case of student searches which are purposeful segments of classroom assignments, the actual delivery of information--as distinct from guidance to it--is a reasonable library service in almost all other conceivable situations.

As regards the circulation of library materials, the general trend in recent years has been toward longer loan periods, but these periods must be determined by local conditions which will include size of the collections, the number of copies of a book held, and the extent of the user community. Circulation should be for as long periods as are reasonable without jeopardizing access to materials by other qualified patrons. This overall goal may prompt some institutions to establish variant or unique loan periods for different titles or classes of titles. Whatever loan policy is used, however, it should be equitably and uniformly administered to all qualified categories of patrons.

Locally-held library resources should be extended and enhanced in every way possible for the benefit of library patrons. Both the quantity and the accessibility of reading materials can be extended through the provision of inexpensive means of photocopying within the laws regarding copyright. Local resources should also be extended through the provision and encouragement of reciprocal arrangements with other libraries as through the "National Interlibrary Loan Code 1968" and joint-access consortia. Beyond its own local constituency every library also has a responsibility to make its holdings available to other students and scholars in at least three ways--in-house consultation, photocopy, and through interlibrary loan.

The number of hours per week that library services should be available will vary, depending upon such factors as whether the college is in an urban or rural setting, teaching methods used, conditions in the dormitories, and whether the student body is primarily resident or commuting. In any case, library scheduling should be responsive to reasonable local need, not only during term-time week-days but also on weekends, and, especially where graduate work is offered, during vacation periods. In many institutions readers may need access to study facilities and to the collections during more hours of the week than they require the personal services of librarians. The public's need for access to librarians may range upward to one hundred hours per week, whereas around-the-clock access to the library's collections and/or facilities may in some cases be warranted.

Special library problems exist for colleges that provide off-campus instructional programs. Students in such programs must be provided with library services in accord with ACRL's "Guidelines for Library Services to Extension Students." These Guidelines require that such services be financed on a regular basis, that a librarian be specifically charged with the delivery of such services, that the library implications of such programs be considered before program approval, and that courses so taught encourage library use. Such services, which are especially important at the graduate level, must be furnished despite their obvious logistical problems.

## Standard 6: Facilities

6 *The college shall provide a library building containing secure facilities for housing its resources, adequate space for administration of those resources by staff, and comfortable quarters and furnishings for their utilization by patrons.*

6.1 *The size of the library building shall be determined by a formula* (Formula C, below) *which takes into account the enrollment of the college, the extent and nature of its collections, and the size of its staff.*

6.2 *The shape of the library building and the internal distribution of its facilities and services shall be determined by function.*

6.3 *Except in unusual circumstances, the college library's collections and services shall be administered within a single structure.*

FORMULA C--

The size of the college library building shall be calculated on the basis of a formula which takes into consideration the size of the student body, requisite administrative space, and the number of physical volumes held in the collections. In the absence of consensus among librarians and other educators as to the range of non-book services which it is appropriate for libraries to offer, no generally applicable formulas have been developed for calculating space for them. Thus, space required for a college library's non-book services and materials must be added to the following calculations:

a. Space for readers. The seating requirement for the library of a college wherein less than fifty percent of the FTE enrollment resides on campus shall be one for each five FTE students; the seating requirement for the typical residential college library shall be one for each four FTE students; and the seating requirements for the library in the strong, liberal arts, honors-oriented college shall be one for each three FTE students. In any case, each library seat shall be assumed to require twenty-five square feet of floor space.

b. Space for books. Space required for books depends in part upon the overall size of the book collection, and is calculated cumulatively as follows:

| | Square Feet/Volume |
|---|---|
| For the first 150,000 volumes | 0.10 |
| For the next 150,000 volumes | 0.09 |
| For the next 300,000 volumes | 0.08 |
| For holdings above 600,000 volumes | 0.07 |

c. Space for administration. Space required for such library administrative activities as acquisition,cataloging, staff offices, catalogs, and files shall be one-fourth of the sum of the spaces needed for readers and books as calculated under (a) and (b) above.

This tripartite formula indicates the net assignable area necessary for all library services except for non-book services. (For definition of "net assignable area" see "The Measurement and Comparison of Physical Facilities for Libraries," produced by ALA's Library Administration Division. See Appendix II.) Libraries which provide 100 percent as much net assignable area as is called for by the formula shall qualify for an A rating as regards quantity; 75-99 percent shall warrant a B; 60-74 percent shall be due a C; and 50-59 percent shall warrant a D.

## Commentary on Standard 6

Successful library service presupposes an adequate library building. Although the type of building provided will depend upon the character and the aims of the institution, it should in all cases present secure facilities for housing the library's resources, sufficient space for their administration by staff, and comfortable quarters and furnishings for their utilization by the public, all integrated into a functional and esthetic whole. The college library building should represent a conscious planning effort, involving the librarian, the college administration, and the architect, with the librarian responsible for the preparation of the building program. The needs of handicapped patrons should receive special attention in the designing of the library building.

Many factors will enter into a determination of the quality of a library building. They will include such esthetic considerations as its location on the campus, the grace with which it relates to its site and to neighboring structures, and the degree to which it contributes esthetically to the desired ambience of the campus. They will also include such internal characteristics as the diversity and appropriateness of its accommodations and furnishings, the functional distribution and interrelationships of its spaces, and the simplicity and economy with which it can be utilized by patrons and operated by staff. They will include moreover such physical characteristics as the adequacy of its acoustical treatment and lighting, the effectiveness of its heating and cooling plant, and the selection of its movable equipment.

Decentralized library facilities in a college have some virtues, and they present some difficulties. Primary among their virtues is their adjacency to the laboratories and offices of some teaching faculty members within their service purview. Primary among their weaknesses are their fragmentation of unity of knowledge, their relative isolation from library users (other than aforementioned faculty), the fact that they can seldom command the attention of qualified staff over either long hours during a week or over a sustained period of time, and the excessive costs of creating duplicate catalogs, periodical lists, circulation services, and attendant study facilities. Where decentralized library facilities are being considered, these costs and benefits must be carefully compared. In general, experience has shown that except where long distances are involved, decentralized library facilities are at the present time unlikely to be in the best pedagogical or economic interests of a college.

## Standard 7: Administration

7 *The college library shall be administered in a manner which permits and encourages the fullest and most effective use of available library resources.*

7.1 *The statutory or legal foundation for the library's activities shall be recognized in writing.*

7.2 *The college librarian shall be a member of the library faculty and shall report to the president or the chief academic officer of the institution.*

7.2.1 *The responsibilities and authority of the college librarian and procedures for his appointment shall be defined in writing.*

7.3 *There shall be a standing advisory committee comprising students and members of the teaching faculty which shall serve as the main channel of formal communication between the library and its user community.*

7.4 *The library shall maintain written policies and procedure manuals covering internal library governance and operational activities.*

7.4.1 *The library shall maintain a systematic and continuous program for evaluating its performance and for identifying needed improvements.*

7.4.2 *The library shall develop statistics not only for purposes of planning and control but also to aid in the preparation of reports designed to inform its publics of its accomplishments and problems.*

7.5 *The library shall develop, seek out, and utilize cooperative programs for purposes of either reducing its operating costs or enhancing its services, so long as such programs create no unreimbursed or unreciprocated costs for other libraries or organizations.*

7.6 *The library shall be administered in accord with the spirit of the ALA "Library Bill of Rights."* (See Appendix II).

Commentary on Standard 7

Much of the commentary on general administration of the college library is gathered under the several other Standards. Matters of personnel administration, for example, are discussed under Standard 4, and fiscal administration is glossed under Standard 8. Some important aspects of library management, however, must be considered apart from the other Standards.

Primary among administrative considerations which are not part of other Standards is the matter of the responsibilities and authority both of the library as an organization and of the college librarian as a college officer. No clear set of library objectives, no tenable program of collection development, no defensible library personnel policy can be developed unless there is first an articulated and widespread understanding within the college as to the statutory, legal or other basis under which the library is to function. This may be a college bylaw, or a trustee minute, or a public law which shows the responsibility and flow of authority under which the library is empowered to act. There must also be a derivative document defining the responsibility and authority vested in the office of the college librarian. This document may also be statutorily based and should spell out, in addition to the scope and nature of his duties and powers, the procedures for his appointment and the focus of his reporting responsibility. Experience has shown that, for the closest coordination of library activities with the instructional program, the college librarian should report either to the president or to the chief officer in charge of the academic affairs of the institution.

Although the successful college library must strive for excellence in all of its communications, especially those of an informal nature, it must also have the benefit of an advisory committee representing its user community. This committee--of which the college librarian should be an ex officio member--should serve as the main channel of formal communication between the library and its publics and should be used to convey both an awareness to the library of its patrons' concerns, perceptions, and needs, and an understanding to patrons of the library's capabilities and problems. The charge to the committee should be specific, and it should be in writing.

Many of the precepts of college library administration are the same as those for the administration of any other similar enterprise. The writing down of policies and the preparation of procedures manuals, for example, are required for best management of any organization so as to assure uniformity and consistency of action, to aid in training of staff, and to contribute to public understanding. Likewise sound public relations are essential to almost any successful service organization. Although often observed in their omission, structured programs of performance evaluation and quality control are equally necessary. All of these administrative practices are important in a well managed library.

Some interlibrary cooperative efforts have tended in local libraries to enhance the quality of service or reduce operating costs. Labor-sharing, for example, through cooperative processing programs has been beneficial to many libraries, and participation in the pooled ownership of seldom-used materials has relieved pressure on some campuses for such materials to be collected locally. The potential values of meaningful cooperation among libraries are sufficient to require that libraries actively search out and avail themselves of cooperative programs that will work in their interests. Care should be taken, however, to assure that a recipient library reimburse, either in money or in kind, the full costs of any other institution that supplies its service, unless of course the supplying institution is specifically charged and funded so to make its services available.

College libraries should be impervious to the pressures or efforts of any special interest groups or individuals to shape their collections and services in accord with special pleadings. This principle, first postulated by the American Library Association in 1939 as the 'Library Bill of Rights," should govern the administration of every college library and be given the full protection of all parent institutions.

## Standard 8: Budget

8 *The college librarian shall have the responsibility for preparing, defending, and administering the library budget in accord with agreed-upon objectives.*

8.1 *The amount of the library appropriation shall express a relationship to the total institutional budget for educational and general purposes.*

8.2 *The librarian shall have sole authority to apportion funds and initiate expenditures within the library approved budget, in accord with institutional policy.*

8.3 *The library shall maintain such internal accounts as are necessary for approving its invoices for payment, monitoring its encumberances, and evaluating the flow of its expenditures.*

### Commentary on Standard 8

The library budget is a function of program planning and tends to define the library's objectives in fiscal terms and for a stated interval of time. Once agreed to by the college administration, the objectives formulated under Standard 1 should constitute the base upon which the library's budget is developed. The degree to which the college is able to fund the library in accord with its objectives is reflected in the relationship of the library appropriation to the total educational and general budget of the college. Experience has shown that library budgets, exclusive of capital costs and the costs of physical maintenance, which fall below six percent of the college's total educational and general expenditures are seldom able to sustain the range of library programs required by the institution. This percentage moreover will run considerably higher during periods when the library is attempting to overcome past deficiencies, to raise its "grade" on collections and staff as defined elsewhere in these Standards, or to meet the information needs of new academic programs.

The adoption of formulas for preparation of budget estimates and for prediction of library expenditures over periods of time are relatively common, especially among public institutions. Since such formulas can often provide a gross approximation of needs, they are useful for purposes of long-range planning, but they frequently fail to take into account local cost variables, and they are seldom able to respond promptly to unanticipated market inflation or changes in enrollment. Thus they should not be used, except as indicators, in definitive budget development.

Among the variables which should be considered in estimating a library's budget requirements are the following:

1. The scope, nature, and level of the college curriculum;

2. Instructional methods used, especially as they relate to independent study;

3. The adequacy of existing collections and the publishing rate in fields pertinent to the curriculum;

4. The size, or anticipated size, of the student body and teaching faculty;

5. The adequacy and availability of other library resources in the locality to which the library has contracted access;

6. The range of services offered by the library, the number of service points maintained, the number of hours per week that service is provided, etc.;

7. The extent to which the library already meets the Standards defined in these pages.

Procedures for the preparation and defense of budget estimates, policies on budget approval, and regulations concerning accounting and expenditures may vary from one institution or jurisdiction to another, and the college librarian must know and conform to local practice. In any circumstance, however, sound practices of planning and control require that the librarian have sole responsibility and authority for the allocation--and within college policy, the reallocation--of the library budget and the initiation of expenditures against it. Depending upon local factors, between 35 and 45 percent of the library's budget is normally allocated to the purchase of materials, and between 50 and 60 percent is expended for personnel.

The preparation of budget estimates may be made on the basis of past expenditures and anticipated needs, comparison with similar libraries, or statistical norms and standards. More sophisticated techniques for detailed analysis of costs by library productivity, function, or program--as distinct from items of expenditure--have been attempted in some libraries. Such procedures require that the library develop quantitative methods by which to prepare estimates, analyze performance, and determine the relative priority of services rendered. Although this kind of budgeting, once refined, may lead to more effective fiscal control and greater accountability, libraries generally have thus far had too limited experience with program budgeting or input-output analysis to permit their widespread adoption at this time.

APPENDIX I--List of Fields (Count each line as one program)

- Advertising
- Afro-American/Black Studies
- Agriculture & Natural Resources
  - Agricultural Biology
  - Agricultural Business
  - Agricultural Chemistry
  - Agricultural Economics
  - Agricultural Education
  - Agricultural Engineering: See Engineering
  - Agriculture
  - Agronomy
  - Animal Science
  - Crop Science: See Agronomy
  - Dairy Science
  - Fisheries
  - Food Industries
  - Forestry
  - Fruit Science and Industry
  - International Agriculture
  - Mechanized Agriculture
  - National Resources Management
  - Ornamental Horticulture
  - Poultry Industry
  - Range Management
  - Soil Science
  - Veterinary, Pre-
  - Watershed Management
  - Wildlife Management
- American Studies
- Anthropology
- Architecture (See also City-Plg.; Engr.; Landscape Arch)
- Art
- Art History
- Asian Studies (See also East Asian)
- Astronomy
- Behavioral Sciences
- Bilingual Studies
- Biochemistry
- Biology, Biological Sciences (See also Botany, Microbiology, etc.)
- Biology and Mathematics
- Black Studies: See Afro-American
- Botany
- Business Administration
  - Accounting
  - Business Administration
  - Business Economics
  - Business Education
  - Business, Special interest
  - Business Statistics
  - Data Processing
  - Finance
  - Hotel and Restaurant Management
  - Industrial Relations
  - Information Systems: Listed alphabetically under "I".
  - Insurance
  - International (World) Business
  - Management (Business)
  - Marketing (Management)
  - Office Administration
  - Operations Research (Management Science)
  - Personnel Management
  - Production/Operations Management
  - Public Relations
  - Quantitative Methods
  - Real Estate
  - Secretarial Studies
  - Transportation Management
- Cell Biology
- Chemical Physics
- Chemistry
- Chinese
- City/Regional/Urban Planning
- Classics
- Communications
- Communicative Disorders See Speech Pathology
- Comparative Literature
- Computer Science
- Corrections: See Criminal Justice
- Creative Writing
- Crime, Law and Society
- Criminalistics (Forensic Science)
- Criminal Justice Administration
- Criminal Justice-Corrections
- Criminal Justice-Security
- Criminology
- Cybernetic Systems
- Dance
- Dietetics and Food Administration
- Drama (Theater Arts)
- Earth Sciences
- East Asian Studies
- Ecology/Environmental Biology (See Also Environmental Studies)

APPENDIX I--List of Fields (continued)

- Economics
- Education
  - Adult Secondary
  - Child Development
  - Counseling/Guidance
  - Curriculum and Instruction
  - Culturally Disadvantaged
  - Deaf
  - Education
  - Educational Administration
  - Educational Foundations and Theory
  - Educational Psychology
  - Educational Research
  - Educational Supervision
  - Elementary Education
  - Gifted
  - Health and Safety
  - Instructional Media (Audio-Visual)
  - Learning Disabilities (Handicapped)
  - Mentally Retarded
  - Orthopedically Handicapped
  - Reading Instruction
  - School Psychology: See Psychology
  - Secondary Education
  - Special Education
  - Special Education Supervision
  - Special Interest
  - Visually Handicapped
  - Visually Handicapped: Orientation and Mobility
- Engineering
  - Aeronautical Engineering, Aerospace and Maintenance
  - Aeronautics (Operations)
  - Agricultural
  - Air Conditioning, Air Pollution: See Environmental Engineering
  - Architectural
  - Biomedical Engineering
  - Chemical
  - Civil
  - Computer
  - Construction
  - Electrical
  - Electrical/Electronic
  - Electronic
  - Engineering
  - Engineering Materials
  - Engineering Mechanics
  - Engineering Science
  - Engineering Technology
  - Environmental
  - Environmental Resources
  - Industrial Administration
  - Industrial Engineering
  - Measurement Science

  - Mechanical
  - Metallurgical
  - Nuclear
  - Ocean
  - Structural
  - Surveying and Photogrammetry
  - Systems
  - Transportation
  - Water Pollution: See Environmental
  - Water Resources
- English
- English as a Second Language
- Entomology
- Environmental Studies
- Ethnic Studies (See also Afro-American and Mexican-American)
- European Studies
- Expressive Arts: See Fine and Creative Arts
- Film
- Fine and Creative Arts
- Foods and Nutrition: See Dietetics
- French
- Genetics
- Geography
- Geology
- German
- Government: See Political Science
- Government-Journalism
- Graphic Communications (Printing)
- Graphic Design
- Health and Safety: See Education
- Health, Public (Environmental)
- Health Science
- History
- Home Economics
- Hotel Management: See Business

APPENDIX I--List of Fields (continued)

- Humanities
- Human Development
- Human Services
- Hutchins School
- India Studies
- Industrial Arts
- Industrial Design
- Industrial Technology
- Information Systems
- Interior Design
- International Relations
- Italian
- Japanese
- Journalism (see also Communications)
- Landscape Architecture
- Language Arts
- Latin American Studies
- Law Enforcement: See Criminal Justice
- Liberal Studies
- Library Science
- Linguistics
- Literature (See also English)
- Marine Biology
- Marriage and Family Counseling
- Mass Communications: See Communications
- Mathematics
- Mathematics, Applied
- Medical Biology: See Medical Laboratory Technology
- Medical Laboratory Technology (Clinical Science)
- Meteorology
- Mexican-American/La Raza Studies
- Microbiology
- Music Education
- Music (Liberal Arts)
- Music (Performing)
- Natural Resources: See Agriculture
- Natural Science
- Nursing (See also Health Sciences)
- Occupational Therapy
- Oceanography
- Park Administration
- Philosophy
- Philosophy and Religion
- Physical Education
  - (Men)
  - (Women)
- Physical Science
- Physical Therapy
- Physics
- Physiology
- Police Science: See Criminal Justice
- Political Science
- Psychology
  - Clinical
  - College Teaching
  - Developmental
  - Educational: See Education
  - Industrial
  - Physiological
  - Psychology
  - Research
  - School
  - Social
- Public Administration
- Public Relations: See Business category or Communications degrees
- Radiological and Health Physics
- Radio-Television (Telecommunications)
- Recreation Administration
- Rehabilitation Counseling
- Religious Studies
- Russian
- Russian Area Studies
- Social Sciences (See also Anthropology, Sociology, etc.)
- Social Welfare and Services
- Sociology
- Spanish
- Special Major
- Speech and Drama
- Speech Communication
- Speech Pathology and Audiology Communicative Disorders
- Statistics
- Theater Arts: See Drama
- Urban Planning: See City Planning
- Urban Studies
- Vocational Education
- Zoology

## APPENDIX II: Other Works Cited

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